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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of December 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: the United States Supreme Court hears the presidential candidates' arguments, two major court decisions increase pressure on Al Gore to concede, new information leads scientists to a greater understanding of the teenage brain (special series), Broadman case to guide judges in two absentee ballot trials, election deadlock bad for inauguration business, and Florida Legislature prepares for special session to name the state's electors (December 4-8); the U.S. Supreme Court halts the Florida recount, U.S. Supreme Court deliberates recount arguments, U.S. Supreme Court reverses the Florida Supreme Court's recount decision, Vice President Gore and President-elect Bush address the nation, and George W. Bush's presidential transition kicks into high gear (December 11-15); President-elect Bush chooses Condoleezza Rice as National Security Advisor, new information leads scientists to a greater understanding of the teenage brain, and President-elect Bush meets with President Clinton (December 18-20). (AEF)

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CNN Newsroom Classroom Guides, December 2000

By: Turner Learning, Inc.

M. Stevens

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CNN NEWSROOM Guide

December 1, 2000

Tune in to CNN NEWSROOM on December 6th for The Teenage Brain, an in-depth look at the adolescent brain to find out what it's made of and how it functions.

---------- PROGRAM RUNDOWN ----------
STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:30...01:45

Top Story ... 08:00...09:45
-Bush and Gore try to out maneuver each other.
-CNN's Garrick Utley looks at the Supreme Court's role in the presidential election.

DAILY DESK ... 00:25...10:10

Editor's Desk ... 02:20...12:30
Drexel University installs wireless computer access hubs around its campus.

WORLDVIEW ... 00:25...12:55

Culture Watch ... 03:20...16:15
An entrepreneur links new buyers with old clothes.

Communication Transformation: Telemedicine ... 02:05...18:20
An experimental telemedicine project is established in rural Cambodia.

Information Please ... 04:20...22:40
The Alif Laila Society is helping educate Pakistani youth.

NEWS CHRONICLE ... 00:30...23:10

Space is the Place ... 02:15...25:25
The space shuttle Endeavour is poised to begin an electrifying mission.

Student Bureau ... 02:15...27:40
WorldPlay helps kids throughout the world appreciate cultural diversity.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

How are the candidates' election strategies similar to a game of chess? Review the first Top Story segment with your class. Next, in a class discussion, give students the opportunity to clarify any questions they might have about the election-related events that have transpired during the last three weeks. Then, divide your class into small groups. Challenge each group to prepare a lesson for another class, in which group members explain the election dispute in their own words. Encourage students to use analogies and multimedia aids, such as charts or videos. Have students present their lessons and discuss.

What case is the U.S. Supreme Court scheduled to hear today? What question will the Supreme Court be addressing? Why is this question complex? What constitutional issue is involved? Why do you think the Supreme Court has agreed to take the case?

Direct students to their texts and the last three links below to learn more about the history and role of the U.S. Supreme Court. Have students refer to the following questions to guide their research:
1.What is the function of the Supreme Court?
2.Why is it also called the "High Court"?
3.How many justices sit on the Supreme Court?
4.How are justices selected?
5.What is their term of service?
6.How has the composition of the Court changed in recent years?
7.How many cases are filed with the Supreme Court each year?
8.Approximately how many does the Court agree to hear?
Have students present their findings. Next, point out that Supreme Court justices are appointed for life. However, because the justices either retire or die, the political tone of the Court is always changing. Inform students that Justices William H. Rehnquist and Sandra Day O'Connor will probably be retiring within the next four years, leaving the new president to appoint two new justices. Have students consider how Al Gore's and George W. Bush's choice of justices might differ, and how these differences could impact the political tone of the Court.

LINKS:
http://www.cnn.com/2000/LAW/11/30/scotus.advancer.pol/index.html
http://www.cnn.com/ALLPOLITICS/
http://court.it-services.nwu.edu/oyez/tour/
http://supct.law.cornell.edu/supct/
http://www.usscplus.com/info/index.htm

http://www.io.com/~amsag/resources.html

EDITOR'S NOTE:
arcane
appeal
Supreme Court
objective implications

DAILY DESK

Editor's Desk: Wireless Campus

Where is Drexel University located? How many wireless computer access hubs has the university installed around its campus? How do you think this wireless technology will benefit Drexel University, its students, and professors?

Do you think it's important for universities and colleges to provide access to wireless computers? Explain. Would having access to wireless computers influence your decision to attend a particular college or university? Why or why not?

Point out to students that the Internet is a powerful educational tool. Group students and have each group select an academic subject. Next, send students on Internet scavenger hunts to identify a list of online educational resources that are related to their topics. Have them consider how teachers and students might use these resources. You may want to have students check out:
HighWired.com's resources at: http://www.highwired.com/

Riverdeep.com's science, math, and language arts material at: http://www.riverdeep.net/

Harcourt's online educational tools at: http://www.harcourt.com/

CNNfyi.com at: http://fyi.cnn.com/fyi/index.html

Then, challenge each group to develop a lesson on its topic that incorporates the use of one or more of the online resources. Have each group present its lesson to the class. After each presentation, have students discuss the pros and cons of using the Internet as a teaching tool. To what extent do you think the Internet will impact the future of education? Give an example.

LINKS:
http://www.drexel.edu/
http://www.spmmag.com/tpmsite/Archive/1999_10/Wireless.htm

EDITOR'S NOTE:
computer access hubs

wireless technology

WORLDVIEW

Culture Watch: Virtual Vintage Fashion

What type of items can be found at carolinesclosets.com? Why is Caroline Keating considered an entrepreneur? Why is she expanding her business to Japan? In your opinion, why is carolinesclosets.com so successful? Do you think her business will stand the test of time? Why or why not?

Fashion expert Phillip Bloch once said "If there's anything I'm sure about in fashion, it's that history definitely repeats itself." How do fashion trends get started? Ask students to identify fashion trends with which they are familiar. Have students interview older family members to learn more about fashion trends that were popular when they were young. Next, have students note fashion trends in magazines or stores where they shop. Discuss the reasons why consumer preferences change, and how some trends resurface over time. Then ask students: What current fashion trends do you think will be popular in 2020?

LINKS:
http://www.carolinesclosets.com/english/closets/interstate/
http://fashion.about.com/cs/trends/index.htm
http://www.entrepreneurmag.com/

Communication Transformation: Telemedicine

Where is Robib Village located? What is telemedicine? What organizations are participating in the Robib Village telemedicine project? What medical problems are being addressed by participating doctors?

What challenges do you think telemedicine volunteers and villagers have encountered during the development of the Robib Village telemedicine project? How do you think this telemedicine program will impact the people and culture of Robib Village?

Point out to student that there are many different applications for telemedicine. Group students. Refer groups to the links below to select a telemedicine project. Instruct each group to prepare a presentation about the history, and technological, political and cultural challenges associated with the project. Following the presentations, ask: What are the benefits and drawbacks of telemedicine? Is telemedicine safe? Can you think of other applications for

telemedicine?

LINKS:
http://www.villageleap.com/
http://tie.telemed.org/
http://tie.telemed.org/links/applications.asp

Information Please: Alif Laila Book Bus

Where is Lahore located? What percentage of children in Pakistan make it to the fifth grade? Why do so few Pakistani children go to school? What is the Alif Laila Society? How are Pakistani children benefiting from this program? Why is it difficult for the Alif Laila Society to effect social change in Pakistan?

Why is education important? Do you think education is a privilege or a right? Do people in your country have equal access to education? Explain. Have students discuss the economic, political and social advantages that education can provide. What problems do children without access to education face?

Inform students that there are many nations, like Pakistan, where girls do not have equal access to education. Why do you think this is so? Divide your class into small groups. Have each group select a country and prepare a presentation about the country's history, culture, economy, and educational system. Direct students to the last link below as a starting point for their research. Instruct each group to identify the nation's literacy rate and if girls and boys have equal access to education. After each group presents its findings, ask students to identify how educating females can impact the economic growth of a community, and the health and welfare of families.

LINKS:
http://www.pangaea.org/street_children/asia/book.htm
http://www.utexas.edu/students/pda/projectspda.html
http://wbln0018.worldbank.org/HDNet/HD.nsf/SectorPages/Education?Opendocument
http://www.girlseducation.org/http://www.girlseducation.org/PGE_active_pages/GirlsEdResourc

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EDITOR'S NOTE:
vintage clothing
maven
kitschy
retro
satellite dish
Khmer
digital

NEWS CHRONICLE

Space is the Place: Space Shuttle

What is the International Space Station (ISS)? Who are the current occupants of the ISS? What is a solar array? What is the cost of the solar arrays that are being used in the Endeavour mission? What is the mission of the space shuttle Endeavour? Why is the success of this mission imperative?

Students can keep track of the ISS's whereabouts by consulting the last website below. Have students go to the website and explain the precise location of the ISS above the earth. Discuss what students think the astronauts are seeing from their unique vantage point.

Use this opportunity to introduce students to solar power. Divide students into small groups and have each group use its texts and other resources to learn more about solar power and how it works. Then have each group choose one application for solar power and create either:
1)a detailed drawing or model of the device that employs this energy source, or
2)a new device that could rely on solar energy as its power source.
Hold a "Solar Power Trade Show" and display the groups' drawings and models. Present an award to the effort that best illustrates the use of solar power.

LINKS:
http://www.cnn.com/2000/TECH/space/11/30/space.shuttle.01/index.html
http://www.cnn.com/SPECIALS/space/station/
http://www.aec-able.com/solar/arrays.htm
http://space-power.grc.nasa.gov/ppo/
http://spaceflight.nasa.gov/station/
http://samadhi.jpl.nasa.gov/
http://ourworld.compuserve.com/homepages/bhuebner/what_is.htm
http://38.201.67.72/realdata/tracking/index.html

Student Bureau: Worldplay

What is WorldPlay? What is the goal of this organization? Why was toy making selected as the program's focal point? How do kids benefit from participating in WorldPlay? What is the role of the Internet in the program ? Can you think of other ways to use teleconferencing as an educational tool? Explain.

Challenge students to give examples of how cultural differences have led to local or global conflict. What factors do you think influence the formation of people's cultural beliefs? Do you think WorldPlay will help break down cultural and political barriers between nations? Why or why not?

Inform students that Wordplay is one example of how people are developing an appreciation of cultural and political differences through cross-cultural exchange. Direct students to their guidance counselor and multimedia resources, including the last two links below, to identify other programs that use cultural exchange to promote global unity. Have small groups prepare

presentations about different cultural exchange programs, their histories and their goals. After the presentations, ask students if they've ever participated in a cultural exchange program. If so, have them share their experiences.

LINKS:
http://www.worldplay.org/
http://worldplay.org/links.html
http://www.theatermania.com/extras/sol.cfm
http://www.seedsofpeace.org/
http://www.usip.org/library.html

EDITOR'S NOTE:
International Space Station
cargo bay
solar array
cultural differences
toys
nonprofit
video conferencing

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For a "heads up" on forthcoming CNN NEWSROOM programming sign up at
http://turnerlearning.com/cgi-bin/mail_list.cgi

Enrolled schools are granted taping rights for CNN NEWSROOM. If you haven't already enrolled, please do so by filling out the form at:
http://turnerlearning.com/newsroom/enroll.html

For more educational resources, visit the Turner Learning website at http://turnerlearning.com

Send questions and comments to owner-cnrguide@lists.turner.com

CNN NEWSROOM Guide

December 4, 2000

Use "Your Brain" - a FREE interactive Web cast from CNNfyi.com. Thursday, December 7.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 00:35...01:45

Top Story ... 05:30...07:15
-The Supreme Court hears the candidates' arguments.
-The U.S. presidential transition remains on hold.

DAILY DESK ... 00:30...07:45

Environment Desk ... 01:40...09:25
Many new uses are being found for recently recalled tires.

WORLDVIEW ... 00:35...10:00

Top of the World ... 03:20...13:20
Christmas celebrations in Bethlehem may be canceled due to violence.

Culture Watch ... 02:25...15:45
The city of Sydney is a portrait in multiculturalism.

Inside North America ... 02:30...18:15
U.S. government scientists experiment with vegetational cooling.

One World Habitat: Snails ... 02:30...20:45
Snail farming is a lucrative business in Africa's Ivory Coast.

Information Please ... 02:35...23:20
San Francisco's parking problem gives rise to a new business.

NEWS CHRONICLE ... 00:30...23:50

Gordon Parks ... 03:40...27:30
CNN NEWSROOM's Phil Hirschkorn profiles Gordon Parks.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the status of the U.S. presidential election dispute? What case is the U.S. Supreme Court currently deliberating? What question is the Court addressing? Why is this question complex? What constitutional issue is involved? Why do you think the Court chose to hear the case? What three choices does the Supreme Court have regarding this case? How might each of these choices impact the candidates and the outcome of the election? When is the Court expected to issue a decision?

2. What do you think are the goals of a presidential transition? What "symbolic steps" help transform a president-elect into a president? Why is this presidential transition on hold? What is the political composition of the new U.S. Congress? Why might the new president have difficulty getting Congress to act on various issues?

3. Refer students to multimedia resources to research the steps involved in a presidential transition, such as selecting Cabinet members and obtaining security clearances. Next, inform students that, in a December 3, 2000 "New York Times" article, a veteran of the Clinton transition states:

   "It's not so much when you get started that's important, it's really what you have in place on Inauguration Day...If you concentrate hard on getting a solid infrastructure around the president, then you are much advantaged. If you do it late, and you don't have your staff in place at the times of highest expectations, then you hurt yourself. Mistakes made in that first six months are amplified. First impressions matter."

   As a class, discuss the meaning of this statement. Then, refer students to multimedia news sources to evaluate the media's portrayal of Al Gore and George W. Bush during the election dispute. Have students write brief essays about their first impressions of the candidates, and the challenges that they believe each candidate will encounter if he becomes the new president.

4. Point out to students that some believe that the new president could restore goodwill by appointing members of the opposing party to his Cabinet. Ask your class to examine this idea. Have students identify the different positions of the presidential Cabinet, and the process by which a new president selects his Cabinet. Then group students, and have each group prepare a list of potential Cabinet appointees for either Mr. Bush or Mr. Gore. Instruct students to select individuals from their candidate's party and the opposing party. Also, have students consider whether or not the Cabinet appointees would promote bipartisanship. After students compare and contrast their lists, ask: What are the pros and cons of having a bipartisan Cabinet?

LINKS:
http://www.cnn.com/2000/LAW/12/01/scotus.recount.pol/index.html
http://www.cnn.com/ALLPOLITICS/
http://court.it-services.nwu.edu/oyez/tour/
http://supct.law.cornell.edu/supct/
http://www.io.com/~amsag/resources.html

EDITOR'S NOTE:
president-elect
Cabinet
partisan
Inauguration Day
contested election
subsequent

DAILY DESK

Environment Desk: Recalled and Recycled

1. Why do more tires need to be disposed of this year as opposed to years past? To what uses are these tires being put? What might have happened to these tires if the recall happened five years ago? Do you think recycling the recalled tires will help the Firestone corporation's public relations? Explain.

2. What are a few unique properties of rubber that make it an ideal substance to recycle? Do any of these properties account for its use in children's play areas? Explain. Where do you think tires that are not recycled end up? How large a problem do you think post-use tires are in the U.S.?

3. Have your students gain a better understanding of the environmental importance of recycling tires by learning more about the environmental impact tires often have in landfills. Working in small groups, have students investigate hazards created by tires in landfills. Have students find the answers to these questions:
   - About how many tires are placed in landfills each year?
   - What dangers do landfill tires present before they start to decay?
   - How long does it take for a typical tire to decay?
   - What chemicals used in the rubber vulcanization become free agents as tires decay?
   - What other dangers do landfill tires present during their decay?

   After students share their findings, challenge them to draw upon their research and their own ideas to create a comprehensive list of ways that recycled tires can be used. Then, inform students that 75% of all tires in the U.S. are recycled. Ask students to discuss why they think the recycle rate for tires is so high when compared to that of other recyclable goods.

LINKS:
http://www.stater.kent.edu/stories_old/98fall/120898/n7b.html
http://www.azleg.state.az.us/ars/44/1304.htm
http://www.epa.gov/msw/tires.htm
http://www.bikepro.com/products/tires/tireover.html

EDITOR'S NOTE:
granulating
landfill

WORLDVIEW

Top of the World: Bethlehem Christmas

1. Where is Bethlehem located? Why is the city an important holy site? What is the origin of Christmas? What is the status of Christmas celebrations in Bethlehem? How do pilgrims, and local citizens and business owners feel about the decision to cancel Christmas celebrations in Bethlehem?

2. Have students work in groups to review the history and status of the current conflict between Israel and Palestine. What is the status of the peace process between Palestine and Israel? What events have interrupted its progress? Have students share their findings in a class discussion. Next, ask students to consider the symbolic meaning of Christmas. Then, have your class debate the pros and cons of celebrating Christmas in Bethlehem. After the debate, ask: If Christmas were to be celebrated in Bethlehem, how might the celebration be used to bring peace to the region?

LINKS:
http://www.cnn.com/2000/WORLD/meast/12/02/mideast.01/index.html

http://www.emulateme.com/westbank.htm
http://www.cnn.com/SPECIALS/2000/mideast/
http://www.cnn.com/1999/WORLD/meast/12/21/bethlehem.christmas/index.html
http://people.morehead-st.edu/fs/t.pitts/mainmenu.htm

Culture Watch: Sydney Multiculturalism

1. Where is the city of Sydney located? What aspects of life in Sydney illustrate its diversity? What percentage of its residents were born overseas? What is the term Sydney uses to describe its diversity?

2. What does "inclusiveness" mean? How is inclusiveness part of Sydney's multiculturalism? In the video we hear that Sydney's multiculturalism "has had its critics over the years." Why do you think some might be opposed to this movement? How do the students interviewed in the video feel about multiculturalism?

3. Australia's national multiculturalism website states that "In a descriptive sense multicultural is simply a term which describes the cultural and ethnic diversity of contemporary Australia." Following this definition of multiculturalism, challenge your students to examine the cultural and ethnic diversity in your classroom. As the holiday season approaches, ask your students to share some of their cultural and ethnic holiday observances with the class. Encourage students to share their customs, music, food, and other aspects of their holidays, in an effort to impart the sights and sounds of their cultures to the class.

LINKS:
http://www.immi.gov.au/multicultural/toc.htm
http://www.fbe.unsw.edu.au/exhibits/scientia/wwwJan98/Ngai/
http://coombs.anu.edu.au/~cims/fecca/fecca.html

Inside North America: Rooftop Garden

1. Describe the federal government experiment being conducted in Chicago. What do NASA computer models show about city versus country temperatures? Why do these temperatures differ? What are city managers planting on the rooftop of Chicago's City Hall? What added benefit do they expect to gain from this experiment?

2. What is a "heat island"? Have your students work in groups to research the heat island phenomenon and some areas of the U.S. where heat islands are said to exist. Share group findings. Discuss how overdevelopment, including buildings, pavement, and clear-cutting of forests, creates a heat island. What long-term detrimental effects can a heat island have on air quality and human health?

3. Inform your students that "evapotranspiration" occurs when plants secrete or "transpire" water through pores in their leaves. According to the Heat Island Group, a single mature tree can "evapotranspire" up to 40 gallons of water per day. How does this benefit the environment? Have students work in groups to research the ways in which trees benefit the environment. Direct each group to create a diagram to illustrate its findings, and present its diagram to the class.

LINKS:
http://eetd.lbl.gov/HeatIsland/
http://eetd.lbl.gov/HeatIsland/Vegetation/Evapotranspiration.html
http://wwwghcc.msfc.nasa.gov/atlanta/
http://cimss.ssec.wisc.edu/wxwise/heatisl.html
http://science.msfc.nasa.gov/newhome/headlines/essd01may98_1.htm

One World Habitat: Snails

1. What is escargot? Where can snail hunters find the Ivory Coast's giant snails? How would you

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describe the demand for escargot in this region of the world? How has deforestation affected the giant snails?

2. What is one village doing to keep up with the demand for escargot? Explain how the farm operates. How are these homegrown snails helping the environment and the people of the village at the same time?

3. The snail farm seen in the video is part of the United Nations Development Program. Challenge your students to learn more about the United Nations and its efforts toward economic development for developing countries. Have students share their findings and discuss the benefits of internationally-sponsored economic development for the recipient nation and the rest of the global community.

LINKS:
http://www.un.org/english/
http://escargot.free.fr/eng/index.html
http://www.geocities.com/Heartland/Valley/6210/
http://www.geocities.com/Paris/LeftBank/6559/scc28.html

Information Please: San Francisco Parking

1. How are some San Francisco residents dealing with the shortage of parking in their city? What is "Add-A-Garage"? How does this business help city residents store their cars? What is the ratio of cars to parking spaces in San Francisco?

2. The city of San Francisco is one of the densest urban environments in the U.S. Have your students check out the websites below to learn more about some ways in which San Francisco is addressing its high volume of cars and pedestrian traffic. Share student findings in class discussion. Is traffic a problem in your community? If so, ask a local government official to address the class on what is being done to minimize problems caused by traffic congestion and maximize public safety.

LINKS:
http://www.ci.sf.ca.us/dpt/
http://www.sfbike.org/

EDITOR'S NOTE:
Zoroastrianism
multiculturalism
escargot
gastropod
Bethlehem
Christmas

NEWS CHRONICLE

Gordon Parks

1. Who is Gordon Parks? What subjects and social issues has he addressed in his work? What type of discrimination did Mr. Parks experience during his youth? Why? How did these experiences influence his work? Why do you think Mr. Parks was selected as the subject of an HBO documentary?

2. According to Mr. Parks, "a successful picture starts by having respect for your subject." What does he mean? Why do you think this is important? How might this principle be applied to enhance other areas of our lives?

3. In the video, Mr. Parks states, "So many people can do so many things if they just tried, but they're frightened off because they haven't been trained." Do you agree with his assertion? Why or why not? If so, how might people overcome this type of fear? What are your talents and interests? How might these talents and interests serve you in later life? Are you developing your talents and interests? Why or why not? If so, how? If not, how might you start?

4. Point out to students that, Gordon Parks has been referred to as a "Renaissance man." Have students define the meaning of this term, and why Mr. Parks has been described in such a way. Then, challenge students to identify other individuals that they consider to be Renaissance men or women. Have each student write an essay describing the different talents and accomplishments of the individual, and what motivated him/her to excel in these different fields. After students share their essays, ask: Why is it unusual for people to be accomplished in more than one area? What are some of the advantages and disadvantages of having several different careers?

5. Remind students that, over the years, Mr. Parks has used artistic expression to educate others about existing social injustice, and to look at these issues and the world from different perspectives. Challenge students to follow in the spirit of Mr. Parks, and use a pen or a camera to respond to social injustices that are occuring in the world today. Have each student choose a social issue of concern and illustrate it with a piece of writing or a photograph. After students present their works to the class, ask: Do you think art can affect social change? Why or why not? If so, give an example.

   Teacher's Note: You may want to have your students submit their poems and photographs to the Tearner Learning-HBO national contest which is promoting the HBO documentary movie "Half Past Autumn: The Life and Works of Gordon Parks." The movie is scheduled to air on HBO on December 6, 2000 at 7:00 PM (et/pt). The movie will be shown four more times during the next two weeks. For more information go to http://www.turnerlearning.com/hbo/gordonparks/ed_description.html.

LINKS:
http://hbo.com/gordonparks/
http://pdn-pix.com/legends/parks
http://memory.loc.gov/ammem/fsowhome.html
http://www.lifemag.com/Life/
http://blackhistory.eb.com/index2.html
http://turnerlearning.com./tntlearning/passing/timeline.html
http://turnerlearning.com./tntlearning/freedomsong/handouts.html

EDITOR'S NOTE:
Gordon Parks
Renaissance man
social injustice
documentary
photography

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CNN NEWSROOM Guide

December 5, 2000

Don't forget: The CNN NEWSROOM Special "Your Brain" airs tomorrow, December 6th, at 4:30 am ET on CNN.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:00...01:45

Top Story ... 02:45...04:30
Two major court decisions increase pressure on Al Gore to concede.

Election 2000: Voices ... 00:45...05:15
Voters offer their views of this presidential election.

Election 2000: Recession? ... 03:05...08:20
As the presidential game continues, the economy shows signs of weakening.

DAILY DESK ... 00:25...08:45

Health Desk ... 02:40...11:25
A healthy diet is key for athletic teens.

Health Desk Extra: Jet Lag Remedy ... 02:05...13:30
Researchers test a new supplement aimed at relieving jet lag.

Look Ahead ... 00:40...14:10
Tomorrow on CNN NEWSROOM: Your Brain

WORLDVIEW ... 00:25...14:35

Culture Watch ... 02:00...16:35
Kangaroo meat is a healthy entree.

Wild Kingdom ... 03:10...19:45
Georgia is home to the largest collection of kangaroos outside Australia.

World of Science: Sleep Deprivation ... 04:00...23:45
A new study indicates that sleep deprivation endangers health and lives.

Turner Website Information ... 00:45...24:30
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...24:55

Amusement Park Technology ... 02:20...27:15
Technology enhances the amusement park experience.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000: Congressional Reaction

1. What legal setbacks did the Gore campaign suffer yesterday? Where does the Gore team go from here? What is an appeal? Why do you think the Gore campaign is appealing the circuit court ruling? Why is time a factor in this developing story?

2. Why was Democratic vice presidential candidate Joe Lieberman on the phone within hours of the Supreme Court ruling? Why do you think that some Democrats on Capitol Hill are growing restless? How are Republicans reacting to the latest court decisions? Where are both vice presidential candidates expected to be today? Why do you think they will be visiting Capitol Hill?

3. As we learn in the video, there is talk among some congressional Democrats about whether Al Gore should concede the election. What do your students think? Ask them to put themselves in the place of Democratic congressional representatives and consider whether they would continue to support Al Gore's quest for the presidency or ask him to concede. As a class, review the chain of events that have led to this point and the pros and cons of support for the vice president. Then ask each student, acting as a Democratic member of Congress, to write the text of a brief speech, in which he/she states the rationale for continued support for Al Gore's presidential bid or a request that he concede the race.

LINKS:
http://www.cnn.com/
http://www.cnn.com/2000/LAW/12/04/gore.contest.ruling.02/index.html
http://www.nara.gov/fedreg/elctcoll/

Election 2000: Recession?

1. What does Republican vice presidential candidate Dick Cheney believe about the U.S. economy? Do others agree? Explain. What signs of slowing economic growth support Mr. Cheney's and the economists' beliefs?

2. What is consumer confidence? Why is falling consumer confidence bad news for the economy? How could falling consumer confidence have a negative impact, especially during the holidays? What statistical evidence exists to support the claim that economic growth is slowing?

3. What is a recession? Have your students work in groups to locate an economic definition of this term, and share their information. Discuss how a recession differs from a depression, and the political and economic factors that contribute to an economic downturn. To what extent, if any, is the current political situation in the U.S. contributing to the current economic situation? Do students think a rapid resolution to the presidential election could have an impact on consumer confidence, and ultimately, on the economy as a whole? Discuss.

LINKS:
http://www.investorwords.com/r1.htm#recession
http://www.cnn.com/2000/ALLPOLITICS/stories/12/04/whitehouse.cheney/index.html

EDITOR'S NOTE:
circuit court
U.S. Supreme Court
constituents
centrist
concede
recession
bonds
tech stocks

DAILY DESK

Health Desk: Teen Athletes' Nutrition

1. Why are high school coaches concerned about the kinds of foods their players are eating? What is a nutrient? Why is good nutrition particularly important for teen athletes? Why do you think teen athletes who drink sodas are more likely to sustain bone fractures?

2. Refer students to the links below to learn more about the nutrition needs of teen athletes, the nutrition content of foods, and the health consequences of poor nutrition. Next, divide your class into five groups. Ask group members to assume the roles of nutrition consultants. Assign each group a day of the week. On their assigned days, have groups assess the nutritional content of their school's lunch food. Then, instruct each group to modify the lunch menu so it reflects a balanced diet for athletic teens. Have students present their findings and proposals to their school's principal and athletic director.

   EXTENSION: Why is it important to have breakfast? Why do you think so many teens forgo breakfast? Have students to make a list of nutritious breakfast foods that can be eaten on the run. Then, challenge students to eat breakfast every day for two weeks. Each day, in a class discussion, have students note how eating breakfast impacts their moods and academic performance. At the end of the two weeks, have students note which foods they preferred and why.

LINKS:
http://www.cnn.com/2000/HEALTH/children/11/03/teen.nutrition/index.html
http://www.crnusa.org/
http://www.nutrition-tips.com/
http://www.eatright.org/
http://www.eatright.org/child/pyramid.html
http://www.eatright.org/nuresources.html
http://www.growing.com/doxys/metab.html

Health Desk Extra: Jet Lag Remedy

1. What is jet lag? Until now, how have many travelers dealt with jet lag? What kind of supplement did researchers recently test to deal with this condition? Describe the testing they conducted. Why are some skeptical of the claims made by this supplement?

2. Jet lag results, in part, because our bodies work on a 24-hour cycle called "circadian rhythms." Challenge your students to find out more about the circadian rhythms of the human body, and the way they are impacted by extensive travel over a short period of time. Share student findings. Ask a local health professional to address the class on jet lag and ways to prevent it.

LINKS:
http://www.healthtouch.com/bin/EContent_HT/showAllLfts.asp?lftname=SLEEP032&cid=HT
http://www.melatonin.com/melfaq1.htm#JETLAG
http://www.jetlagplan.com/

http://www.themestream.com/gspd_browse/browse/view_article.gsp?c_id=103001&id_list=&cookied=T
http://www.ottbiolight.com/

EDITOR'S NOTE:
starchy
fatigue
nutritional supplement
melatonin
e-NAD-Alert
NADH
coenzyme
placebo

WORLDVIEW

Culture Watch: Eating Kangaroo

1. What kind of meat is the chef in the video preparing? According to the restaurant's owner, what are some of the benefits of kangaroo meat? Why do some experts rate kangaroo as healthier than other meats?

2. According to the video, how do Australians feel about eating their national emblem? What animal is the national symbol of your country? Would you hesitate to eat this kind of animal? Why or why not? Why are some meats described as "gamey" when they are cooked? How does the chef in the video cook the kangaroo so as to counteract this taste?

3. Ask students for their impressions of this story. Were they "grossed out" by the thought of eating kangaroo, or did they see it as a different food they might one day try? Ask students to relate stories of the strangest or most unique food they've ever tried. If they were reluctant to try these foods at first, what changed their minds? Refer students back to the video and have them consider how they would market kangaroo meet in their country. Divide the class into groups, and have each group create a print or voice ad for kangaroo meat. Share group efforts with the class. What cultural and "image" issues have to be addressed when introducing a new food? Discuss.

LINKS:
http://www.aussiegamemeats.com.au/roomeat.htm
http://www.rirdc.gov.au/pub/media_releases/22april97.html
http://www.totalsports.net/news/20000622/null/990622.9097.html
http://www.ozbird.com/oz/OzCulture/australiana/roo/

Wild Kingdom: Kangaroo Park

1. Where is the Kangaroo Conservation Center located? Who owns the center? How is it funded? What do visitors experience on a tour of this facility?

2. What are some of the everyday tasks that the Nelsons and their staff conduct at the center? Why do you think they have biologists on staff? In spite of all the attention the staff gives the kangaroos, why do they handle the animals as little as possible? How do the kangaroos seem to benefit from this habitat? How do the humans benefit as well?

3. Kangaroos are marsupials. Challenge your class to learn more about marsupials and other species that fall into this category. What distinguishes marsupials from other mammals? Have your students work in groups to create wildlife posters that educate people about marsupials and their characteristics.

LINKS:

http://www.kangaroocenter.com/
http://www.cnn.com/2000/NATURE/09/08/kangaroo.center/index.html
http://www.kangaroocenter.com/conservation.html
http://www.kangaroocenter.com/marsupials.html

World of Science: Sleep Deprivation

1. What is sleep deprivation? What has a new study by researchers in Australia and New Zealand revealed about driving and sleep deprivation? Why are medical professionals especially at risk for sleep deprivation? How can sleep deprivation affect them? Why might this be dangerous for those in their care?

2. According to the British Medical Association, how does driving with minimal sleep compare to driving under the influence of alcohol? According to the study, what percent of road accidents involve sleep deprivation? What does the Association suggest to deal with this problem? Do you think driving limits on sleep deprivation would work? Why or why not?

3. In the video, we hear that there are other problems associated with sleep deprivation, from increased stress to depression. In addition, studies associate sleep deprivation with headaches, high blood pressure, and other ailments. Direct your students to conduct research to learn more about the physical and psychological problems associated with sleep deprivation. After students share their findings, initiate a "Sleep Awareness Week" at your school, and have your class distribute information on sleep deprivation and tips for getting a good night's sleep.

LINKS:
http://bisleep.medsch.ucla.edu/WFSRS/abstracts/htdocs/ab100.html
http://www.sleepnet.com/depriv.htm
http://www.nhlbi.nih.gov/about/ncsdr/index.htm

EDITOR'S NOTE:
quandong
kangaroo
national emblem
preserve
sleep deprivation
impair
stress levels
anxiety

NEWS CHRONICLE

Amusement Park Technology

1. Describe some of the rides seen at the annual International Association of Amusement Parks and Attractions Convention. What other attractions were presented there? How is technology making these rides and attractions possible? Which do you think are likely to be hits with amusement park visitors? Why?

2. Technology has made many modern rides possible, but physical science is the guiding principle for even the most basic amusement park rides. Ask your students if they know what keeps riders in their seats (besides their seat belts!) as their roller coaster does a vertical loop. Challenge them to investigate the science behind the screams! Have groups of students go to the Harcourt Academic Press Dictionary of Science and Technology at http://www.harcourt.com/dictionary/browse/73/ and choose several terms from physics. Direct each group to describe one amusement park ride and explain how it utilizes the principles of physics they have chosen.

LINKS:
http://www.looksmart.com/eus1/eus62920/eus62921/eus217748/eus213845/r?l&
http://users.sgi.net/~rollocst/amuse.html
http://www.iaapa.org/
http://www.learner.org/exhibits/parkphysics/coaster/
http://www.glenbrook.k12.il.us/gbssci/phys/projects/yep/coasters/rcstupa.html

EDITOR'S NOTE:
amusement park
suspended
virtual reality
engineering

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CNN NEWSROOM Guide

December 6, 2000

Welcome to "Your Brain," a special series presented on today's CNN NEWSROOM. Don't forget to check out tomorrow's webcast on "Your Brain." For more information, go to CNNfyi.com.

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Facts about the human brain

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What substances threaten the healthy development of the teenage brain?

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DAILY DESK ... 00:25...12:50

Business Desk ... 02:20...15:10
Corporations sponsor a project to standardize human body sizes.

WORLDVIEW ... 00:25...15:35

Culture Watch: China Techno Craze ... 02:45...18:20
Techno music invades Beijing.

One World Habitat: Blue Mountains Park ... 03:45...22:05
Australia's Blue Mountains Park offers natural and cultural scenery.

NEWS CHRONICLE ... 00:25...22:30

Special Series ... 04:30...27:00
Technology has revolutionized the study of the human brain.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Special Series: Your Brain, Part I

1. What have scientists recently discovered about the teenage brain? How did some of the teenagers in the video respond to this news? Why does this information provoke strong reactions from some teens?

2. Until now, what did scientists believe was the most important time for brain development? Now, how many major periods of brain growth do they believe exist? Between what ages does the first period of growth take place? Where in the brain does this "virtual forest fire of growth" occur? What kinds of things do the frontal lobes control? What kind of brain growth spurt takes place between the ages of seven and thirteen? What skills are affected during this growth spurt?

3. When does the rapid growth of the brain come to an end? How does the brain begin to "fine-tune" itself during this phase? What kinds of skills can become more of a challenge during this period? To what part of the brain can "teen angst" be traced? Why? How can parents play a role in their teenager's maturation during these critical years?

4. Direct groups of students to research the anatomy of the brain, and create diagrams or other visual aids to help explain it. Have each group present its work. Post groups' efforts around the classroom and use them as references as the class continues to explore the human brain.

5. Inform your students that the amygdala is an almond-shaped area of the brain that receives signals of danger and begins to set off a series of reactions designed for "fight-or-flight." Have students work in groups to research the amygdala and its fight-or-flight response system, and share their findings in class. Point out that the amygdala has been associated with phobias and some emotional reactions. How might these aspects of human behavior be explained by the function and activity of the amygdala? Discuss.

6. In this segment, we learn that many aspects of human adolescence may be rooted in the teenage brain. As a class, brainstorm a list of general emotional and mental characteristics of the teenage years, such as sleepiness, rebelliousness, or lack of self-control. Write these characteristics on the board. Divide the class into small groups. Challenge each group to choose one characteristic and determine to what extent, if any, that characteristic can be tied to the brain. If the characteristic can be linked to the teenage brain, have the group examine the biology involved (for example, what part of the brain houses this emotion or condition, and how the teenage brain may be conducive to it). Have each group present its information to the class. Next, discuss environmental and external factors that might play a role in teenage behavior and characteristics. Do students think the teenage mind is more a product of biology or society? Why?

LINKS:
http://www.med.harvard.edu/AANLIB/home.html
http://pegasus.cc.ucf.edu/~Brainmd1/brain.html#table
http://www.vh.org/Providers/Textbooks/BrainAnatomy/BrainAnatomy.html
http://www.eqtoday.com/hijack.html
http://www.sfn.org/briefings/fear.html

Special Series: Your Brain, Part II

1. Why is your brain often referred to as "the master control center of the body"? How is the brain protected within the human body? What do we know about the brain and its features? What is the difference between gray matter and white matter? What protects white matter in the fully-developed adult brain? When do the nerves that regulate emotion, judgment and impulse control become fully covered in myelin? How does this underscore the need to protect the young brain?

2. What are some experimental behaviors in which some teens engage that could be harmful to the

brain? According to Dr. Jay Giedd, which behavior may be especially dangerous? What is huffing? Why is inhalant abuse especially harmful? What other negative behaviors are the subject of neuroscientists' research?

3. How do drugs affect the brain? We've all seen the "This is your brain on drugs" ads, but what exactly do substances like nicotine, marijuana, cocaine, alcohol and even caffeine do to the human brain? Divide the class into groups. Have each group choose one drug and examine the neurological consequences of its use, focusing on the brain. Direct groups to present their information with illustrations and charts, if possible. Relying on what they have learned in the first two parts of this series, ask students to speculate as to whether these substances would have more harmful long-term consequences for the teenage brain or the adult brain, and why.

4. Invite a physician or other scientist to address the class on what teens can do to promote healthy brain development. Focus the discussion not only on the negatives to avoid, but also on positive behaviors that could enhance brain health and function over the long-term. Have the class combine what they have learned with additional research to create an informative brochure on "The Healthy Brain," and make copies available in your guidance department and clinic.

LINKS:
http://faculty.washington.edu/chudler/neurok.html
http://www.psc.edu/science/Goddard/goddard.html
http://www.brain.com/

EDITOR'S NOTE:
adolescent brain
frontal lobes
neurons
amygdala
myelin
inhalant abuse
addiction
neuroscientist

DAILY DESK

Business Desk: Body Measurements

1. Who are some of the sponsors of the international measuring project seen in the video? What techniques are researchers using to arrive at their measurements? How is technology helping to get more precise measurements?

2. What does it mean when it is said that clothing sizes are not standardized? Have you ever faced this problem before? Explain. What products and services could be enhanced by standardized measurements? What does the historic data indicate about human measurements? Why do you think the U.S. Air Force and NATO first initiated this project?

3. As this is the height of the holiday shopping season, students will likely be in retail stores looking for gifts. Challenge them to look at different items of clothing and take note of the differences in sizes among these items. Ask students why they sometimes wear a "medium" in one label, and a "large" in another. Discuss what it means when it is said that a clothing maker "runs large" or "runs small " What does the manufacturer gain by making larger or smaller clothing than other makers? Conversely, what would the clothing industry in general gain from standardized sizing? Have students consider the impact of standardized sizing on catalogue and online sales.

LINKS:
http://www.webersonline.com/sizeconv2.html

http://ourworld.compuserve.com/homepages/Mark_Gist/height.htm
http://www.kisc.co.jp/KIEA/onepoint10.html
http://www.onlineconversion.com/clothing.htm
http://www.bigandtalldirectory.com/
http://www.mylesahead.com/

EDITOR'S NOTE:
measuring project
pupils
inseam
standardize

WORLDVIEW

Culture Watch: China Techno Craze

1. What is the latest music trend to hit Beijing? Why do you think that China's techno fans are only a "small, hard-core minority"? Are you surprised that techno music has found an audience in China? Explain.

2. In the video, the manager of the club speaks of "a different kind of revolution" created by young Chinese who are adapting global trends. Ask students what they think this means. Have students conduct research to learn more about China's Cultural Revolution, and share their findings. In class discussion, compare the Cultural Revolution to the "revolution" being played out in the Beijing dance club. How could a widespread adaptation of global trends by China's youth impact the country socially, economically, and politically?

LINKS:
http://www.china-on-site.com/
http://www.geocities.com/Tokyo/Harbor/6080/Music.htm

One World Habitat: Blue Mountains Park

1. Where are the Blue Mountains? What causes the mountains to appear "blue"? What does Wayne Brennan do for a living? Why does he feel it is important to protect the park?

2. How does Ranger Lester Ives keep the Aboriginal culture of the Blue Mountains alive? What instrument does he play? How is it created? How does Ranger Janelle Randall-Court help to promote her culture while working in the park? In what other ways can visitors experience the beauty in this park?

3. What other sites around the world offer visitors exposure to both culture and nature? Divide the class into small groups. Have each group choose one location that presents visitors with both cultural and natural opportunities and conduct research to learn more about it. Direct each group to create a multimedia presentation about its chosen site, including its attractions and history.

LINKS:
http://www.bluemts.com.au/
http://www.ozemail.com.au/~goblumts/

EDITOR'S NOTE:
Beijing

techno music
karaoke
eucalyptus
Blue Mountains
didgeridoo
Aborigines
Australia

NEWS CHRONICLE

Special Series: Your Brain, Part III

1. What is an MRI? How does the MRI scanner actually work? What does an MRI allow scientists to observe about the brain? What were some of the ways that scientists and doctors used to "look" at the living brain? How is the MRI an improvement? How has the MRI made a significant contribution to adolescent brain studies?

2. What happens when one undergoes an MRI? Why do you think it's important for the patient to keep his/her head still while this scan is being performed? Why are scientists interested in scanning young brains over time?

3. Challenge groups of students to examine diseases that affect the brain. Have each group choose one such disease and conduct research to learn how it is diagnosed, how it affects the brain, and the courses of treatment or cure. Have groups share their findings. Discuss the advances in medical technology that have improved the prognosis for many who suffer from these diseases.

4. What are the implications of these studies for young people? Recap the major points of all three segments of this series. Discuss how what scientists have learned about brain development could have major educational, sociological, and medical implications. For example, now that we know more about the skills that are most readily developed at different times in a young person's life, when might be the best time to teach a child how to play the piano or to speak another language? Why? How might knowledge of brain development impact the rehabilitation efforts of juvenile offenders? How could information about the young brain affect efforts to educate young people about drugs?

LINKS:
http://www.genetics.gla.ac.uk/neil/neurodis.html
http://earlychildhood.about.com/education/earlychildhood/library/weekly/aa032999.htm?iam=dpile&term
http://babyparenting.about.com/parenting/babyparenting/cs/braindevelopment1/index.htm?iam=dpile&ter
http://www.cis.rit.edu/htbooks/mri/inside.htm
http://mri-center-mass.com/

EDITOR'S NOTE:
brain mapping
magnetic resonance imaging
magnetic field
radiation
noninvasive
scanner

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http://pegasus.cc.ucf.edu/~Brainmd1/brain.html#table
http://www.vh.org/Providers/Textbooks/BrainAnatomy/BrainAnatomy.html
http://www.eqtoday.com/hijack.html
http://www.sfn.org/briefings/fear.html

Special Series: Your Brain, Part II

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http://www.psc.edu/science/Goddard/goddard.html
http://www.brain.com/

EDITOR'S NOTE:
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neuroscientist

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1. Who are some of the sponsors of the international measuring project seen in the video? What techniques are researchers using to arrive at their measurements? How is technology helping to get more precise measurements?

2. What does it mean when it is said that clothing sizes are not standardized? Have you ever faced this problem before? Explain. What products and services could be enhanced by standardized measurements? What does the historic data indicate about human measurements? Why do you think the U.S. Air Force and NATO first initiated this project?

3. As this is the height of the holiday shopping season, students will likely be in retail stores looking for gifts. Challenge them to look at different items of clothing and take note of the differences in sizes among these items. Ask students why they sometimes wear a "medium" in one label, and a "large" in another. Discuss what it means when it is said that a clothing maker "runs large" or "runs small." What does the manufacturer gain by making larger or smaller clothing than other makers? Conversely, what would the clothing industry in general gain from standardized sizing? Have students consider the impact of standardized sizing on catalogue and online sales.

LINKS:
http://www.webersonline.com/sizeconv2.html

http://ourworld.compuserve.com/homepages/Mark_Gist/height.htm
http://www.kisc.co.jp/KIEA/onepoint10.html
http://www.onlineconversion.com/clothing.htm
http://www.bigandtalldirectory.com/
http://www.mylesahead.com/

EDITOR'S NOTE:
measuring project
pupils
inseam
standardize

WORLDVIEW

Culture Watch: China Techno Craze

1. What is the latest music trend to hit Beijing? Why do you think that China's techno fans are only a "small, hard-core minority"? Are you surprised that techno music has found an audience in China? Explain.

2. In the video, the manager of the club speaks of "a different kind of revolution" created by young Chinese who are adapting global trends. Ask students what they think this means. Have students conduct research to learn more about China's Cultural Revolution, and share their findings. In class discussion, compare the Cultural Revolution to the "revolution" being played out in the Beijing dance club. How could a widespread adaptation of global trends by China's youth impact the country socially, economically, and politically?

LINKS:
http://www.china-on-site.com/
http://www.geocities.com/Tokyo/Harbor/6080/Music.htm

One World Habitat: Blue Mountains Park

1. Where are the Blue Mountains? What causes the mountains to appear "blue"? What does Wayne Brennan do for a living? Why does he feel it is important to protect the park?

2. How does Ranger Lester Ives keep the Aboriginal culture of the Blue Mountains alive? What instrument does he play? How is it created? How does Ranger Janelle Randall-Court help to promote her culture while working in the park? In what other ways can visitors experience the beauty in this park?

3. What other sites around the world offer visitors exposure to both culture and nature? Divide the class into small groups. Have each group choose one location that presents visitors with both cultural and natural opportunities and conduct research to learn more about it. Direct each group to create a multimedia presentation about its chosen site, including its attractions and history.

LINKS:
http://www.bluemts.com.au/
http://www.ozemail.com.au/~goblumts/

EDITOR'S NOTE:
Beijing

techno music
karaoke
eucalyptus
Blue Mountains
didgeridoo
Aborigines
Australia

NEWS CHRONICLE

Special Series: Your Brain, Part III

1. What is an MRI? How does the MRI scanner actually work? What does an MRI allow scientists to observe about the brain? What were some of the ways that scientists and doctors used to "look" at the living brain? How is the MRI an improvement? How has the MRI made a significant contribution to adolescent brain studies?

2. What happens when one undergoes an MRI? Why do you think it's important for the patient to keep his/her head still while this scan is being performed? Why are scientists interested in scanning young brains over time?

3. Challenge groups of students to examine diseases that affect the brain. Have each group choose one such disease and conduct research to learn how it is diagnosed, how it affects the brain, and the courses of treatment or cure. Have groups share their findings. Discuss the advances in medical technology that have improved the prognosis for many who suffer from these diseases.

4. What are the implications of these studies for young people? Recap the major points of all three segments of this series. Discuss how what scientists have learned about brain development could have major educational, sociological, and medical implications. For example, now that we know more about the skills that are most readily developed at different times in a young person's life, when might be the best time to teach a child how to play the piano or to speak another language? Why? How might knowledge of brain development impact the rehabilitation efforts of juvenile offenders? How could information about the young brain affect efforts to educate young people about drugs?

LINKS:
http://www.genetics.gla.ac.uk/neil/neurodis.html
http://earlychildhood.about.com/education/earlychildhood/library/weekly/aa032999.htm?iam=dpile&term
http://babyparenting.about.com/parenting/babyparenting/cs/braindevelopment1/index.htm?iam=dpile&ter
http://www.cis.rit.edu/htbooks/mri/inside.htm
http://mri-center-mass.com/

EDITOR'S NOTE:
brain mapping
magnetic resonance imaging
magnetic field
radiation
noninvasive
scanner

BEST COPY AVAILABLE

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CNN NEWSROOM Guide

December 7, 2000

Today on CNNfyi.com: "Your Brain," a FREE interactive webcast!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 01:00...01:45

Top Story ... 05:30...07:15
-The Broadman case is likely to guide judges in two absentee ballot trials.
-The election deadlock is bad for the inauguration business.

DAILY DESK ... 00:30...07:45

Science Desk ... 02:15...10:00
New findings challenge long-standing theories about planets.

WORLDVIEW ... 00:25...10:25

One World Habitat: Salmon ... 03:45...14:10
The Columbia River's salmon are in jeopardy.

Inside Asia ... 02:35...16:45
International aid is mitigating North Korea's famine.

Information Please ... 03:05...19:50
Starvation threatens a million people in Afghanistan.

Wild Kingdom ... 01:00...20:50
Once a national symbol, the elephant now struggles to survive in Cambodia.

Turner Website Information ... 00:45...21:35
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:45...22:20

Student Bureau ... 04:50...27:10
American adoptive parents of Chinese children try to bridge the cultural gap.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. When did the 2000 U.S. presidential election take place? What is the status of this election? What is happening today in the Florida Supreme Court? What is the issue surrounding absentee ballot applications in two other court cases?

2. What case is the legal precedent that is likely to guide the courts' decisions in Seminole and Martin Counties? When was the Boardman case decided? What is its guiding principle? Why do Seminole County officials want the Boardman standard to cover their case?

3. Why are Washington hotel rooms usually booked up for January 20th within a month after the presidential election? What circumstances have made many elements of the presidential inauguration uncertain? What kind of inaugural package is the Washington Ritz-Carlton promoting? Why do you think there are no takers? What other inauguration-related businesses have been adversely affected by this year's presidential election?

4. The post-election trials your students are seeing on television are probably different from trials they may have seen in the past. Invite a local attorney to explain some of the aspects of these trials to the class. For example, students may want to ask:
   - Legally speaking, what is a precedent, and why is it so important?
   - In what kinds of cases do precedents guide decisions?
   - Why are there no juries in these cases?
   - When a high court, like the Florida Supreme Court, agrees to hear oral arguments, does that mean it will rule on the case?
   - What did it mean when the U.S. Supreme Court sent the Florida Supreme Court's ruling back?
   - What recourse does one of the parties have if they do not like the court's decision in each case?

5. Typically, how much money can a presidential inauguration bring into the city of Washington, D.C.? What other economic consequences do you think the protracted legal wrangling over this presidential election is having on individuals and businesses? List some of the kinds of businesses that might profit from the presidential inauguration. Do you think the individuals and businesses will recover quickly once a president is officially chosen? Why or why not?

6. What do your students know about past presidential inaugurations? Have them complete the National Archives online inaugural quiz at the last website listed below, and check their answers. Then challenge each student to research and write one presidential inauguration trivia question (and supply the answer), and turn it in. Ask the person who reads your school's morning announcements to include one inauguration question each school day from now until January 20th.

LINKS:
http://www.cnn.com/
http://www.cnn.com/ALLPOLITICS/
http://www.cnn.com/2000/ALLPOLITICS/stories/12/06/president.election/index.html
http://jurist.law.pitt.edu/election2000.htm
http://www.2001inaugural.com/past.html
http://www.nara.gov/nara/digital/quiz/

EDITOR'S NOTE:
validity
affirmed
proposition
compliance
presumptive

inaugural package
corporate clients
administration

DAILY DESK

Science Desk: Rogue Planets

1. What new objects have scientists found within the constellation Orion? Where was this finding first reported and who researched it? What is unique about finding these objects in this specific location? What characteristics do these objects have that lead scientists to believe they could be planets?

2. Prior to this discovery, how did scientists believe planets were formed? Does this discovery challenge that theory? Explain. How could a more thorough investigation of these objects help us understand what might be in store for the planets within our own solar system?

3. Discuss how science is not a ÒstaticÓ endeavor, and give examples of how scientific definitions and theories change with the addition of new data. As an example, explain to students that, at one point, scientists believed there were only 18 pairs of chromosomes in each human cell. It was later discovered that there are actually 23 pairs.

   Working in small groups, have students look up definitions for the word ÒplanetÓ using various sources. Have groups share their various definitions, and collectively develop a definition that encompasses all of the groups' findings. Discuss how these new findings expand what we might think about planets in terms of their structure and method of formation. Then, as a class, develop a new, expanded definition for the word ÒplanetÓ that incorporates these new findings with the class definition. Sum up the experience by mentioning that additional findings could once again cause the definition to change, and restate that scientific discovery is an ongoing endeavor.

LINKS:
http://www.seds.org/billa/tnp/
http://space.jpl.nasa.gov/
http://www.sciam.com/explorations/052796explorations.html
http://www.obspm.fr/encycl/searches.html

EDITOR'S NOTE:
planet
constellation
solar system
orbit

WORLDVIEW

One World Habitat: Salmon

1. What is happening to the salmon in the Columbia River? What major obstacles prevent the salmon from rebounding? Why are some people opposed to punching holes in the four dams? What is the U.S. government's "New Salmon Plan"? Why are some people criticizing this plan?

2. Refer students to library and online resources to learn more about wild salmon and the Columbia

River migration issue. Then divide your class into four groups, and have each group represent one of the following interests: Conservationists, commercial fishermen, farmers, or the U.S. government. Instruct each group to research its positions on the environmental and economic aspects of the issue, and identify a solution for the problem. Have each group present its positions and solution during a panel discussion. Following the presentations, discuss the benefits and drawbacks of the proposed solutions. To what extent do you think politics will impact the outcome of this issue?

LINKS:
http://www.removedams.org/index.cfm
http://www.oz.net/~sockeye/
http://www.nmfs.noaa.gov/
http://www.usace.army.mil/

Inside Asia: North Korea Food Shortage

1. When did this cycle of natural disasters, food shortages, and hunger hit North Korea? How has the international community responded to this crisis? Has this aid been effective in saving lives?

2. In spite of their successes, why do aid officials insist their work is not done? What is exacerbating the crisis? According to the video, what can the international community do now to help North Korea? What diplomatic issues continue to affect the international community's view of this country? Do you think these issues should determine the extent of international help for North Korea? Why or why not?

3. Is natural disaster the sole cause of North Korea's current plight? Have students work in groups to conduct research on North Korea's government and economy, and share their findings. Point out that some countries weather natural disasters with minimal impact, yet widespread famine has resulted for years in North Korea. Why do students think this is so? Discuss how political and economic factors have made it difficult for North Korea to recover.

LINKS:
http://www.interaction.org/disaster/nkorea.html
http://lcweb2.loc.gov/frd/cs/kptoc.html
http://globalbusiness.about.com/money/globalbusiness/library/gbf/bl_tkn.htm?iam=dpile&terms=%2BNo

Information Please: Afghanistan Hunger

1. Why are relief agencies giving large amounts of food to families in drought-stricken Afghanistan? How long does the food have to last? How is this distribution of food expected to affect the World Food Program's supplies in this region?

2. How many people face starvation unless more food is donated immediately? What is "donor fatigue"? Why are some agencies facing donor fatigue? What would you suggest to make people outside Afghanistan aware of the severity of this crisis and to encourage donations?

3. As a class, locate Afghanistan on a world map. Then, have students work in groups to learn more about the country's geography, and share their findings. How is geography exacerbating Afghanistan's food crisis? What natural features could make relief efforts difficult, especially during the winter months? Discuss.

LINKS:
http://www.afghan-web.com/facts.html
http://www.afghan-web.com/
http://www.afghan-web.com/aop/today.html

EDITOR'S NOTE:
salmon
Columbia River
North Korea
migration
donor fatigue
Afghanistan
drought
poaching

NEWS CHRONICLE

Student Bureau: Chinese Adoptions

1. How old is Qui Yue? Where was she born? What is her American name? How many adopted Chinese children live in the U.S.? Why do you think most of these children are girls?

2. Why did Qui Yue's parents, Jane and David Goodwin, begin studying Chinese even before the adoption? What is a "cultural identity"? Do you think it is important for a person to maintain his/her cultural identity? Explain. What aspects of Qui Yue's native culture does she study?

3. How do support groups help parents who want their adopted children to retain their cultural identity? Why do some parents find it a challenging task? How does Gail Fang of the Chinese Language School give her young students a sense of their language? How have the Chinese communities in the U.S. responded to the parents' need for a cultural connection?

4. In the story, we learn that the Goodwins are about to adopt another child from China. Ask your students to consider how an adoption like this might change their own lives and broaden their cultural awareness. Tell your students to pretend that they are about to welcome an adopted Chinese sister or brother into their homes. What would your students want to know in advance about their new siblings' culture, customs and language? Working in groups, have students conduct research to learn more about China and its culture. Have group members present their findings, and discuss how this information would be valuable in helping them to get to know their new brother or sister.

LINKS:
http://www.chinesechildren.org/
http://www.magma.ca/~mtooker/cities/index.htm
http://www.chinasprout.com/

EDITOR'S NOTE:
adoption
cultural identity
heritage
attention span

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CNN NEWSROOM Guide

December 8, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 01:00...01:50

Top Story ... 03:10...05:00
The Florida Legislature prepares for a special session to name the state's electors.

DAILY DESK ... 00:25...05:25

Editor's Desk ... 01:50...07:15
Male dancers bring a unique style and perspective to ballet.

WORLDVIEW ... 00:45...08:00

Top of the World ... 04:15...12:15
There are striking parallels between mad cow disease and a fatal human brain disease.

Artistry in Action ... 03:15...15:30
A Cuban American brings his unique style of dance to Cuba.

One World Habitat: China Census ... 02:45...18:15
Chinese officials attempt to count the country's population.

Culture Watch ... 03:30...21:45
"Joint Security Area" breaks box office records in South Korea.

NEWS CHRONICLE ... 00:25...22:10

Space is the Place ... 02:10...24:20
Shuttle astronauts fix a solar wing on the International Space Station.

Our World ... 02:40...27:00
Two popular scooters are recalled.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. Which political party controls Florida's House of Representatives? Who is Lois Frankel? Which party does she represent? What is "the most important thing" House Democrats can do, according to Representative Kenneth Gottlieb?

2. What prompted Republican State Senator Dan Webster to warn fellow Republicans that a special session would be needed? When did he first issue this warning? How did his fellow senators react then? What is happening now? How does Senator Webster react to Democratic claims that Republicans are "stealing" this election?

3. What authorizes the Florida State Legislature, and other state legislatures, to take the extraordinary step of choosing their presidential electors? Have students consult Article II, Section 1, of the U.S. Constitution. Ask one student to read the clause pertaining to state legislatures and electors aloud. Ask students: Why do you think the Constitution's framers authorized the state legislatures, not the courts, to determine their presidential electors? Discuss the historic significance of the Florida Legislature's session: Do students think history will remember this day as an exercise in politics or proof that the Constitution works? Why?

LINKS:
http://www.house.gov/Constitution/Constitution.html
http://www.cnn.com/2000/ALLPOLITICS/stories/12/07/fla.legislature/
http://www.leg.state.fl.us/Welcome/index.cfm?Mode=House&Submenu=3&Tab=welcome
http://www.leg.state.fl.us/Welcome/index.cfm

EDITOR'S NOTE:
appeal
rhetoric
default
Florida Legislature
special session
U.S. Constitution
electors
majority

DAILY DESK

Editor's Desk: Male Ballet Dancers

1. What is the premise of the movie "Billy Elliot"? How was this perspective experienced in real life by Peter Martin? What does Peter Martin do for a living today?

2. Who are some of the male dancing stars seen in this segment? Do they represent masculinity to you? Why do you think society often regards male dancers differently from other male performers such as actors or singers? Do you think this is fair? Why or why not?

3. Generate a class discussion about gender roles and careers. Ask students to consider careers that are traditionally the domains of one or another gender. Challenge each student to select one individual, male or female, who has made his/her mark in a profession dominated by the other gender, and research his/her career. Have each student present a profile of this person, and discuss the career obstacles he/she faced as well as the accomplishments that made this person overcome those obstacles.

LINKS:

http://www.aha.ru/~vladmo/
http://www.vix.com/menmag/jurek.htm
http://www.doe-hbcu-massie-chair.com/bbee.htm
http://www.looksmart.com/eus1/eus52213/eus76299/eus225496/eus225497/eus225498/eus583783/eus58

EDITOR'S NOTE:
ballet
premise
scenario
masculine

WORLDVIEW

Top of the World: Mad Cow Disease

1. What is mad cow disease? To what human disease does it bear a striking resemblance? What do mad cow disease and variant CJD have in common? What are prions?

2. When did scientists discover the link between mad cow disease and variant CJD? How did they come to their conclusions? What questions regarding BSE (mad cow disease) and variant CJD remain to be answered? Why is knowing the incubation period of CJD key to understanding the relationship between the two diseases?

3. Bovine Spongiform Encephalopathy (BSE), is the scientific name for mad cow disease, which has been found primarily among cattle in parts of Europe. Have students consult the Internet to learn more about BSE and what is being done to prevent the disease in the U.S., and share their findings. Next, have students conduct research to learn more about variant CJD (Creutzfeld-Jakob Disease.) What are the symptoms of this disease? Does it exist in the U.S.? If so, how might students explain the existence of this disease when there is no BSE in the U.S.?

LINKS:
http://www-micro.msb.le.ac.uk/335/Prions.html
http://www.mad-cow.org/
http://w3.aces.uiuc.edu/AnSci/BSE/
http://w3.aces.uiuc.edu/AnSci/BSE/usprevent.htm
http://www.cdc.gov/ncidod/diseases/cjd/qa96bse.htm

Artistry in Action: U.S.-Cuba Ballet

1. Who is Septime Webre? What is his cultural background? How has his search for his personal roots expanded into an international project? What dance company has he taken to Cuba?

2. Why is the visit of the Washington Ballet to Cuba historically significant? What is a "cultural exchange"? Can you think of any other examples of cultural exchanges, perhaps in your own community? The American dancers who are visiting Cuba say their performance will help to break down barriers between the two countries. Do you think cultural exchanges are an effective way of doing this? Explain.

3. Septime Webre's mother is Cuban-born, and his father is an American. Of Septime's style of dancing, he has said, "I have not created a Cuban ballet. I have created a ballet about my two halves, that expresses who I am, that I am a mix." Read this quote to students and ask them to cite examples of how they mix cultures and traditions in their own families. Are there holiday celebrations, meals, customs or other aspects of their personal lives that are a mix of two or more

cultures? How does combining cultural styles create a new kind of culture? How does this combination help to preserve aspects of the original cultures? Discuss.

4. The visit of the Washington Ballet to Cuba is a rare exchange between U.S. and Cuban interests. Why is this so? Challenge your students to learn more about Cuban-U.S. relations since Cuba's revolution. Share students' findings and discuss the reasons why animosity between the two countries still exists today.

LINKS:
http://www.valleystar.com/files/r010221.htm
http://www.amarillonet.com/stories/102500/usn_ballet.shtml
http://www.closeup.org/cuba.htm
http://www.state.gov/www/regions/wha/cuba/index.html

One World Habitat: China Census

1. What is significant about China's count of its citizens? How many households do the five million census takers plan to visit? How long do they have to accomplish this task? When was the last census taken? How has China's population changed since then?

2. Where do many of China's migrant workers now live? What other information will demographers be trying to ascertain from this census? What is China's one child policy? Why do you think demographers will be looking for clues about "unregistered children"?

3. A census is one way that a government gathers information about its citizens. This information has social, political, and economic consequences. Divide your class into three groups. Have each group select one of the three categories listed above and determine how census information could affect a country in that way. For example, census information often has political effects because it is frequently used to determine government representation. Have each group share its findings. Discuss the importance of accuracy in census-taking for national governments.

LINKS:
http://news.bbc.co.uk/hi/english/world/asia-pacific/newsid_911000/911150.stm
http://www.sil.org/ethnologue/countries/Chin.html
http://www.census.gov/cgi-bin/ipc/popclockw

Culture Watch: Korean Hit Movie

1. What is the JSA? What kind of film is "Joint Security Area"? Describe the plot of this movie. How has the movie been received in South Korea? What message does the film's director want to send? Is everyone in South Korea praising this movie? Explain. Why are some veterans of the JSA critical of the film?

2. Some younger South Koreans bear no animosity toward the North, while those who remember the war oppose a conciliatory tone. Have your students conduct research to learn more about the Korean War and recent attempts at reconciliation. Share student findings in class discussion. Discuss the different feelings South Koreans have about their neighbors to the North, and whether a movie such as "Joint Security Area" does more to promote reunification or incite distrust.

LINKS:
http://members.aol.com/panmunjom/panmunjo.html
http://www.koreascope.org/english/sub/1/index8-d.htm
http://www.koreascope.org/english/sub/1/index8-c.htm

EDITOR'S NOTE:
mad cow disease

bacteria
prions
mutation
Cuba
census
entourage
Joint Security Area

NEWS CHRONICLE

Space is the Place: ISS Repair

1. What part of the International Space Station required repair? What did NASA engineers do when they heard about the problem? How long did it take astronaut Dave Wolf to fix it in the on-earth simulation? How many tries did it take astronauts Tanner and Noriega to fix the problem in space? Why is this a tricky process?

2. Much attention, time and resources have been focused on the ISS. Have your students work in groups to learn more about the International Space Station. Discuss the station's mission and purpose. Do students think the resources invested are well-spent?

LINKS:
http://www.cnn.com/2000/TECH/space/12/07/space.shuttle.03/index.html
http://spaceflight.nasa.gov/station/

Our World: Scooter Recall

1. What problems have reportedly occurred with scooters made by Kent Manufacturing? How has the firm reacted to these problems? What problems have also reportedly occurred with Kash 'N Gold Racer scooters? How has the manufacturer responded?

2. What safety issues surround these and other new scooters? Who are most likely to be injured on these scooters? What does the American Medical Association recommend as safety precautions for those who use scooters? How many scooter deaths have been reported? Do you think scooters are more or less dangerous than similar toys, such as skates and bicycles? Explain.

3. Generate a class discussion about product recalls. What is a recall? Can students think of other examples of products that have recently been recalled, and the reasons why? Point out to students that the U.S. Consumer Product Safety Commission is one example of the federal government's role in the protection of its citizens. Direct students to the CPSC website, the first site below, to learn more about this agency. Ask students to locate other examples of government agencies and departments charged with protecting consumers from unsafe products, food, or business practices.

LINKS:
http://www.cpsc.gov/
http://www.onscooters.com/
http://www.cpsc.gov/cpscpub/prerel/prhtml00/00178.html
http://www.cpsc.gov/cpscpub/prerel/prhtml01/01049.html

EDITOR'S NOTE:
International Space Station
space shuttle
scooters
recall

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CNN NEWSROOM Guide

December 11, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:40...01:55

Top Story ... 06:05...08:00
-The U.S. Supreme Court halts the Florida recount.
-The presidential election has divided much of America.

DAILY DESK ... 00:30...08:30

Environment Desk ... 02:05...10:35
Burning is being explored as a way to remove wetland oil spills.

WORLDVIEW ... 00:40...11:15

Top of the World ... 03:00...14:15
Israel's Prime Minister Ehud Barak resigns.

Sports Page: Abner Doubleday ... 03:00...17:15
Did Abner Doubleday really invent baseball?

World of Science: Earthquakes ... 03:00...20:15
Most major U.S. cities face some degree of earthquake risk.

Taking Care of Business ... 03:10...23:25
A Chinese street vendor's dumpling business expands to major markets.

Turner Website Information ... 00:45...24:10
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:20...24:30

Power Emergency ... 03:00...27:30
California faces an energy crisis.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What ruling did the Florida Supreme Court issue on Friday? What are "undervotes"? How did the Florida Supreme Court's ruling impact the candidates' standings in the presidential race? Do you think the Florida Supreme Court overstepped its bounds by ordering the statewide recount? Why or why not?

2. Why has the U.S. Supreme Court issued a stay on the Florida recounts? Why does this short-term stay pose a serious problem for Vice President Al Gore? What question will the Supreme Court address? What constitutional issue is involved? What is the Supreme Court's next step?

3. Refer students to the links below to learn more about the Supreme Court's recent decision. Next, point out that in his dissenting opinion, Justice Stevens identified three principles he said the order had violated:
   1. "respect for rulings by state courts on questions of state law
   2. the cautious exercise of the United States Supreme Court's jurisdiction on matters that largely concern other branches of government
   3. declining to exercise jurisdiction over federal questions that were not fairly presented to the court whose judgment is being reviewed."

   As a class, have students consider these principles, and why they are important. How did the majority justices respond to Justice Steven's dissenting opinion? Do you think the Supreme Court should have issued the stay? Why or why not? Do you think the U.S. is experiencing a constitutional crisis? Explain.

4. How do the roles of the U.S. and Florida Supreme Courts differ in the 2000 U.S. presidential election? In the video, Democratic Senator Tom Harkin maintains that, "What the Court really has to ask itself is does it want to go down in history as the most activist, interventionist Court in a political matter." What does Senator Harkin mean? What is an "activist Court"? Can the U.S. and state Supreme Courts make their own laws? Explain. What are the pros and cons of being an activist Supreme Court? Do you think this election issue could cause the U.S. Supreme Court to jeopardize its reputation? Explain.

5. Why is it important that the Supreme Court be united in matters pertaining to the 2000 presidential election? Remind students that the Supreme Court ordered the halt to the Florida recounts by a 5-4 vote. One could argue that this division reflects the closeness of Friday's Florida Supreme Court decision, as well as the results of the popular presidential election. If, in fact, that division is reflected in the Supreme Court's decision, what might this mean for the legitimacy of the next president and his ability to be an effective leader? Discuss.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/10/president.election/index.html
http://fyi.cnn.com/LAW/trials.and.cases/case.files/0011/reviewing.the.vote/index.html
http://www.supremecourtus.gov/
http://www.fim.edu/supct/

EDITOR'S NOTE:
undervotes
Watergate
legislative enactments
petitioners

DAILY DESK

Environment Desk: Friendly Fire

1. What does the term "friendly fire" refer to in this story? What is the fire supposed to destroy? What is it supposed to save? How are oil spills usually cleaned up when they occur out in the ocean? Why are those methods ineffective and often destructive when used in wetlands?

2. Why do you think oil is such a difficult substance to clean up? What advantage is there to burning off wetland oil at high tide? What scientific evidence is used to support high tide burns? How do you think ecologists help in the revitalization of wetland areas after oil burn-offs? What natural ecological processes do you think take place to help the areas return to their previous state? How long do you think those processes take? How do you think this compares to the length of time it would take to let the oil dissipate naturally?

3. Since oil does not mix with water, it either sinks to the bottom or floats on the top, depending on its thickness and density. When oil floats on the surface of water, it covers anything that tries to swim though it, and causes many wildlife injuries and fatalities. Perform the demonstration that follows to give your students a small-scale example of how the burn-off removal process works. **Note: this is only to be done by the teacher in a safe environment with proper equipment.**
   1. Place 300ml of water in a 1000ml heavy-duty (i.e., Pyrex) glass beaker.
   2. Place 25ml of a lamp oil **(NOT KEROSENE)** or cooking oil in the beaker.
   3. Wait 2 – 3 minutes for the oil to settle at the top of the beaker.
   4. Place a flame retardant cloth under the beaker.
   5. Strike and drop a waterproof match into the beaker. **Note: It is always a good idea to have an up-to-date fire extinguisher handy whenever fire is used.**
   6. Have the students observe and record what happens when the lit match hits the oil.

   Students should observe the match igniting the oil and burning it off the top. Once the oil is burned off, the fire should go out and only water should remain. Discuss the experiment with the students and have them offer explanations for what they saw. These explanations should include why the oil floated on top, why only the oil burned, and why the fire went out. Examine what is left after the small fire (carbon). Discuss how the remains of the fire could be helpful to the plants that grow in a wetland ecosystem.

LINKS:
http://www.epa.gov/oilspill/
http://response.restoration.noaa.gov/kids/spills.html
http://www.soton.ac.uk/~engenvir/environment/water/oil.gulf.war.html#Air
http://www.fire.gov/bfrlpubs/fire99/art009.html
http://sciencenet.oit.net/database/Physics/Original/p00216d.html
http://www.newton.dep.anl.gov/askasci/chem99/chem99484.htm

EDITOR'S NOTE:
wetland recovery
oil spill
environmental costs

WORLDVIEW

Top of the World: Israeli Politics

1. Why is Israel in a state of emergency? Who is Ehud Barak? Why has he resigned as Israel's Prime Minister? When does his resignation take effect? When will a new national election be held? What is a "mandate"? Why is Mr. Barak seeking a new mandate?

2. What is the Knesset? Refer students to the websites below to learn more about the Knesset, and the

political parties that comprise Israel's Parliament. With what political party is Mr. Barak affiliated? How does this party differ from the Likud Party? Why is Mr. Barak's resignation a "colossal gamble"? Who do you think will benefit from his resignation? Do you agree with Mr. Barak's decision to resign? Why or why not?

3. Who is Benjamin Netanyahu? When did he serve as Israel's Prime Minister? Refer students to multimedia resources to learn how Mr. Netanyahu's and Mr. Barak's political philosophies and policies regarding the Israeli-Palestinian peace process differ. What are the pros and cons of each? Why do you think Mr. Barak is trailing Mr. Netanyahu in the opinion polls? Do you think Mr. Netanyahu poses a political threat to Mr. Barak? Why or why not? Do you think Mr. Barak's resignation will impact Israeli-Palestinian relations? Explain.

4. Recently Mr. Barak stated that, "I've decided to seek anew the confidence of the people of Israel and to receive a renewed mandate to lead the state of Israel on the way to peace, security and to a proper civic and social agenda." Share this quote with your students and have them discuss its meaning. Group students. Have students draw upon their knowledge of Israel, and, if necessary, the links below, to write statements to Mr. Barak that outline their positions on what Israel's mandate should be. Have students share their papers and compare and contrast their ideas.

LINKS:
http://www.cnn.com/2000/WORLD/meast/12/09/barak.resigns.04/index.html
http://www.cnn.com/2000/WORLD/meast/12/10/israel.barak.03/index.html
http://www.cnn.com/SPECIALS/1999/israeli.elections/
http://cnn.com/SPECIALS/1999/israeli.elections/stories/barak.profile/
http://www.knesset.gov.il/
http://www.pna.net/

Sports Page: Abner Doubleday

1. What museum is located in Cooperstown, New York? When was baseball said to be invented? Who is given credit for inventing it? According to the story, how did baseball really originate? Who was responsible for never divulging the fact that baseball was not truly American in origin? Why did this person feel it was important to make baseball an "American" game? Who appointed a committee in 1907 to determine that Abner Doubleday invented baseball?

2. Where was Doubleday in 1839 when Spalding's committee said he invented baseball? Was Doubleday a great fan of the sport? What was Doubleday's true career? Where was Abner Doubleday in April of 1861? What was his position at the beginning of the Civil War? For which side did he fight? What was Doubleday's contribution to the beginning of that war? In what other famous battle did he fight? After retiring, Doubleday moved to San Francisco, where he began another career. What was it? He also wrote two books. What were the topics of these books?

3. How did the "myth" that Abner Doubleday invented baseball impact the course of baseball history? Challenge groups of students to identify how this myth continues to be perpetuated by the media, and in educational materials and museums. Have students present their findings and discuss. How have individuals and organizations benefited or profited from the Doubleday myth? Should this myth be dispelled? Why or why not? If so, how?

4. Using one of the links below or other sources, have groups of students research the origins of their favorite sports, or unusual sports, like water polo. Then have each group create a "new" sport with rules and equipment designs. Have a representative from each group present the group's findings, and its new game to the class. Have the class nominate one of the new sports to try out in physical education class.

LINKS:
http://www.totalbaseball.com/player/s/spala101/spala101.html
http://www.mrbaseball.com/history/doubleday.htm

http://baseballhalloffame.org/
http://www.tulane.edu/~latner/Doubleday.html
http://web1.sportsline.com/u/baseball/bol/ballplayers/D/Doubleday_Abner.html

World of Science: Earthquakes

1. What is an earthquake? Which U.S. states experience the most earthquakes? Why is the Pacific Northwest vulnerable to earthquakes? According to the video, what other areas of the U.S. are at high risk for experiencing an earthquake?

2. How many U.S. states have experienced earthquakes during this century? Why should residents in most major U.S. cities be concerned about earthquakes?

3. The Federal Emergency Management Agency calculates the cost of earthquakes based on the numbers and density of buildings, and the number of residents. About how much annual damage could an earthquake "cost" the Pacific Northwest? Would that amount be higher or lower in the Midwest? In New England? Why? What other kinds of natural disasters can threaten lives and property?

4. Group students. Using the websites below and other sources, have each group design a survival kit that includes preparatory plans for one kind of natural disaster, such as a blizzard, tornado, hurricane, wildfire, or flood. Have each group assemble its kit and plans in a neat, attractive, easy-to-understand packet. Then have the groups distribute their information to parents, school staff, and local nonprofit organizations.

LINKS:
http://quake.wr.usgs.gov/
http://www.usgs.gov/
http://www.gisdatadepot.com/
http://www.fema.gov/

Taking Care of Business: Asia Dumpling Business

1. Why is Chong Kin Wo famous in Hong Kong and China? How did she begin her business? How many people does she employ today? About how much do her annual sales total?

2. When all of Asia was suffering from a major financial crisis in the late 1990s, why was Chong Kin Wo able to prosper? What American company expressed an interest in a joint venture? What could this large company offer to do for her business? Since the entry of this company, how much has Chong Kin Wo's company grown in the last 12 months? What new products does Chong Kin Wo want to introduce? How else does she want to expand her business?

3. As a class, have students define "entrepreneur" and explain how Chong Kin Wo is an entrepreneur. Have each student interview another local entrepreneur to discover how he/she got started and why. Students should prepare their interview questions in advance. Students may want to consider asking their entrepreneurs:
   - What did you find easy, difficult, and surprising about starting your own business?
   - What have you learned since you first started your business?
   - What problems are particular to your kind of business?
   - What advice would you give someone who is thinking about starting a business?

   After they have collected their information, have students gather in groups and use a "jigsaw" method to share their findings on money, marketing, legal, logistical, establishment/set-up, and personnel issues. Conclude with a class discussion on the challenges and rewards of owning one's own business.

LINKS:
http://www.cookingtogether.com/recipes.html

http://members.aol.com/Sunnina/
http://www.feer.com/9903_18/p46marketing.html
http://www.suntimes.com/lunar/
http://magazine.urbia.co.uk/cgi-bin/mag/rm/rez/rez.cgi?description=chinese&Senden=search&anzahl=10

EDITOR'S NOTE:
emergency session
Likud leadership
Knesset
popular referendum
street vendor
brand name

NEWS CHRONICLE

Power Emergency

1. Where does energy come from? What is the status and cause of California's energy crisis? How are consumers being affected by the crisis? What is a "rolling blackout"? Why do industry insiders believe California's energy crisis could get worse? What are state officials doing to address this problem? Do you think California's energy issues are endemic only to California? Explain.

2. What is deregulation? Why are industries sometimes deregulated? When industries are deregulated, what, in theory, "regulates" businesses within that industry? Besides California's energy industry, what other kinds of industries have been deregulated in recent years? In your opinion, should any industry be regulated by the government in a free market economy? Explain.

3. Point out that, according to the Energy Information Association, "The electric power industry is evolving from a highly regulated, monopolistic industry with traditionally structured electric utilities to a less regulated, competitive industry." Refer students to the last two websites below to learn more about the status and impact of energy deregulation throughout the U.S. Have students share their findings in class discussion. Then direct students to interview either adult consumers or professionals in the energy industry to get their perspectives on deregulation. Challenge each student to use his/her information and interviews to write a paper evaluating the benefits and drawbacks of energy deregulation.

4. Utility companies will often send representatives out to discuss ways to cut energy consumption in homes and businesses. Find out if such programs exist where you live. If so, ask a representative from a local electric company to address your class on energy conservation. Ask the representative to show the students ways to minimize residential and commercial demand for power that often results in power failures.

   EXTENSION: Have each student consult his/her family's electric company to find out by what percentage the use of electricity increases in their community during the winter holidays. Why does this increase occur? After students present their findings, ask: Do you think people should use electric Christmas tree lights and ornaments? Why or why not?

LINKS:
http://www.cnn.com/2000/US/12/08/california.energy/
http://www.cnn.com/2000/US/12/06/cal.energy.01/index.html
http://www.energy.ca.gov/
http://www.reliantenergy.com/Default.asp?cd=1&
http://www2.caiso.com/aboutus/
http://www.eia.doe.gov/cneaf/electricity/chg_str/tab5rev.html
http://www.eia.doe.gov/cneaf/electricity/page/primer.html

EDITOR'S NOTE:
energy crisis
deregulate
public utility

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CNN NEWSROOM Guide

December 12, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:40...01:55

Top Story ... 06:50...08:45
-The U.S. Supreme Court deliberates recount arguments.
-CNN's Bruce Morton takes a historical and prospective look at the Supreme Court.

In the Headlines ... 01:55...10:40
California's energy crisis is beginning to ease.

DAILY DESK ... 00:25...11:05

Health Desk ... 01:50...12:55
A new international event encourages kids to walk to school.

WORLDVIEW ... 00:35...13:30

Taking Care of Business ... 05:30...19:00
Thousands of South African professionals are moving to other countries.

Wild Kingdom ... 02:45...21:45
Concerned about hoof-and-mouth disease, Spain refuses to admit South African animals.

Inside Africa ... 02:10...23:55
Kenya faces a drought-related food crisis.

NEWS CHRONICLE ... 00:25...24:20

Nobel Prize ... 03:05...27:25
South Korean President Kim Dae-jung wins the Nobel Peace Prize.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the status of the U.S. presidential election dispute? What election issue did the Supreme Court previously deliberate? How did the Court rule on this case? What case is the U.S. Supreme Court currently deliberating? What question is the Court addressing? What constitutional issue is involved? Why did the Court choose to hear the case? What choices does the Supreme Court have regarding this case? How might each of these choices impact the candidates and the outcome of the election?

2. What is the role of the U.S. Supreme Court? How is it different from state Supreme Courts? What divisive political issues have been brought before the Court? How has the Supreme Court shaped public opinion and legislative policy over the years? Give an example. Do you think the Court's decision on the Florida recount case will have far reaching social and political consequences? Why or why not?

3. Divide your class into three groups to prepare presentations about the equal protection clause, the constitutional point that this Supreme Court case calls into question. Students will want to consult their texts and the links below to locate this information. Without delving into the legal issues of the case, have each group research the history of this constitutional issue and how it relates to the case before the Supreme Court. Have students share their research. As students follow the case, refer them back to their research to help them understand the issues.

4. Have your class conduct a mock Supreme Court hearing to review yesterday's legal proceedings and the significance of the equal protection clause. Divide your class into three groups. Have each group represent either the Supreme Court, Theodore Olson's legal team, or David Boies' legal team. Refer students to the links below to review the transcripts and highlights of yesterday's proceedings. Have students consider the following questions:
   - Did the Florida Supreme Court create law?
   - Why are some of the Supreme Court Justices skeptical about being involved in a state matter?
   - Why do some legal experts contend that the Court's decision will come down to Justice Anthony Kennedy and Justice Sandra Day O'Connor?

   Charge students with the task of determining whether or not the case is a federal issue, and how the Court should rule in this matter.

5. Point out that Supreme Court justices are appointed for life. However, because the justices either retire or die, the political tone of the Court is always changing. Inform students that Justices William H. Rehnquist and Sandra Day O'Connor will probably be retiring within the next four years, leaving the new president to appoint two new justices. Have students consider how Al Gore's and George W. Bush's choice of justices might differ, and how these differences could impact the political tone of the Court.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/11/president.election/index.html
http://www.cnn.com/LAW/trials.and.cases/case.files/0011/reviewing.the.vote/index.html
http://www.cnn.com/ALLPOLITICS/
http://court.it-services.nwu.edu/oyez/tour/
http://supct.law.cornell.edu/supct/
http://www.usscplus.com/info/index.htm
http://www.io.com/~amsag/resources.html

In the Headlines: Energy Crisis Update

1. What is the status of California's energy crisis? Why is the state experiencing an energy crisis? What factors have caused the crisis to ease in parts of California? How has energy deregulation affected the cost of electricity in California? Why does the demand for natural gas impact energy prices? Why do you think Californians are being asked to continue to conserve energy, even though most emergency alerts have been canceled?

2. Do you think California's energy issues are endemic only to California? Explain. Where does electricity come from? Why is it important to conserve electricity? Instruct students to keep a log of when they use electricity during the course of three days. Then have students draw upon their observations to create personal energy conservation plans. Have students share their plans and discuss how individuals and the community might benefit from the plans.

   For more activities related to the deregulation of the electric power industry and energy conservation, check the Chronicle section of yesterday's CNN NEWSROOM Guide at: http://turnerlearning.com/newsroom/archive/1200/NR121100.html

LINKS:
http://www.energy.ca.gov/
http://www.reliantenergy.com/Default.asp?cd=1&
http://www2.caiso.com/aboutus/
http://www.eia.doe.gov/cneaf/electricity/chg_str/tab5rev.html
http://www.eia.doe.gov/cneaf/electricity/page/primer.html

EDITOR'S NOTE:
resolution
liberals
objective
Supreme Court
electricity
California
deregulation

DAILY DESK

Health Desk: Walk to School

1. What are the goals of the "Walk Our Children to School Day" campaign? When did this event take place? What organization spearheaded the U.S. "Walk Our Children to School Day"?

2. What percentage of American children walk to school? Why do you think so many people have become increasingly dependent on automobiles? Do you walk to school? Why or why not? Do you think the goals of "Walk Our Children to School Day" will be achieved? Explain.

3. Point out to students that many U.S. children are overweight, partly because physical activity is not part of their daily lives. In fact, according to a recent study, "60 percent of Americans get almost no exercise." Why do you think this is so? To what extent do you think technology has contributed to people's sedentary lifestyles and lack of exercise? Do you think establishing a healthy lifestyle as a child makes a difference later in life? Why or why not?

4. According to the U.S. Walk to School organization, public health officials and scientists agree that, "Americans should accumulate at least 30 minutes of physical activity every day to reduce the risk of chronic disease and early death; a brisk walk tops their list of recommendations." Next, refer students to the websites below to learn more about the health benefits of walking and other types of cardiovascular exercise. Then, challenge each student to incorporate 30 minutes of cardiovascular exercise into their daily routines for two weeks. Have students keep journals of their experiences. Instruct students to note on a daily basis the physical and emotional effects they experience from the exercise. At the end of the two weeks, have students share the pros and cons of their experiences, and discuss whether or not they will continue their exercise regimes.

LINKS:
http://www.walktoschool-usa.org/
http://www.iwalktoschool.org/
http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm
http://www.cdc.gov/nccdphp/dnpa/kidswalk/related_external.htm
http://www.kidshealth.org/

EDITOR'S NOTE:
Centers for Disease Control

childhood obesity
exercise

WORLDVIEW

Taking Care of Business: Brain Drain

1. Have students define the term "brain drain." How many professionals have left South Africa? What are the economic and social consequences of South Africa's brain drain?

2. When did South Africans begin to emigrate? When is the rate of emigration from South Africa the highest? Why do you think the country's governmental officials are worried about the current rate of emigration?

3. What is apartheid? Have students share what they know about the history of South Africa and its transition from a system of apartheid to a system of democracy. Next, ask students to investigate and discuss the legacies of apartheid that exist in South Africa. After the discussion, have students write essays that examine how the return of educated emigrants might help strengthen South Africa. Challenge students to cite specific examples to illustrate their positions. After students share their essays, ask: What, if anything, might the South African government or its industries do to entice emigrants to return to South Africa?

4. Point out that Australia, Canada, New Zealand, the UK and the U.S. are popular destinations for South African emigrants. Group students. Divide your class into five groups and assign each group one of the five countries. Next, challenge groups to learn more about the evolution of the South African community within their nations. Instruct each group to create a "Pocket Guide" to the South African community, including a brief history, settlement patterns, and indications of its civic and cultural contributions to community life. After students present their work, ask: Why do you think these nations accept South African immigrants? Given the problems facing South Africa, do you think the world's nations should discourage immigration from South Africa? Why or why not?

LINKS:
http://www.cnn.com/WORLD/9803/28/safrica.braindrain/index.html
http://cnn.com/SPECIALS/1999/safrican.elections/
http://www.anc.org.za/sanet.html
http://www-personal.umich.edu/~jrajzer/nre/apartheid.html
http://www.tenj.edu/~aziem2/education.htm

Wild Kingdom: Noah's Ark

1. What South African animals were en route to Spain? Why? Why were these animals prohibited from entering Spain? Why weren't the animals destroyed? Why aren't the giraffes being returned to the wild?

2. Refer students to multimedia resources to learn more about the giraffes and rhinos of South Africa. Then, ask each student to write a story from the perspective of one of the giraffes or rhinos about how the animal was physically and psychologically affected by its overseas odyssey.

3. What is the purpose of a quarantine law? How effective has it been in fighting hoof-and-mouth disease (also called foot-and-mouth disease)? Have students study the symptoms, modes of transmission, and global incidences of the disease. How serious is the threat of hoof-and-mouth disease? Divide your class into two groups to debate whether or not Spain should have accepted the animals. After the debate, ask students: Who do you think should have to pay the disputed $500,000 charges?

LINKS:
http://www.cnn.com/2000/WORLD/africa/11/13/safrica.ark/index.html
http://www.bartleby.com/61/53/F0235300.html
http://www.animal-quarantine-service.go.jp/english/aq5/aq51.htm

Inside Africa: Kenya Drought

1. What is a drought? How has Kenya's drought affected its citizens and their livestock? Who is Catherine Bertini? With what organization is she affiliated? What is this organization doing to help drought victims in Kenya? What lesson did aid organizations learn from Kenya's mid-1980s drought? Why does Kenya need the assistance of other nations?

2. Direct students to the last two links below to create a list of the various social and economic problems that exist in Kenya as a result of the drought. For each problem, challenge students to develop a solution. Then, ask students to determine the pros and cons of each solution. If the solutions for each problem differ greatly, challenge students to develop a resolution that reflects the best interests of the Kenyan people.

LINKS:
http/kenyaweb.com/kenyagov/index.html
http://www.fao.org/news/global/gw0013-e.htm
http://www.fao.org/WAICENT/faoinfo/economic/giews/english/basedocs/ken/kentoc1e.htm

EDITOR'S NOTE:
Kenya
South Africa
apartheid
bushveld
Maasai pastoralists

NEWS CHRONICLE

Nobel Prize

1. What is the Nobel Peace Prize? Who received the 2000 Nobel Peace Prize? Why was President Kim Dae-jung awarded the prize? What are some of Kim Dae-jung's personal and professional accomplishments? What obstacles has he overcome?

2. Refer groups of students to the websites below to learn more about the Korean War and the history of North and South Korea's relationship. After students share their research, ask: How has President Kim Dae-jung helped to improve South Korea's relationship with North Korea? Do you think peace can be achieved in Korea? Why or why not?

3. Inform students that the first Noble Peace Prize was awarded in 1901. Refer students to multimedia resources, including the last website below, to learn more about the history of the Nobel Peace

Prize. Have each student prepare a report about one of the prize recipients. Students should identify why the award was given, and how winning the Nobel Prize has affected the recipient's cause or work. Have students share their reports and discuss.

LINKS:
http://www.cnn.com/2000/WORLD/europe/scandinavia/12/10/nobel.korea/index.html
http://www.cnn.com/SPECIALS/2000/korea/
http://www.nobel.se/
http://www.korea.net/

EDITOR'S NOTE:
Kim Dae-jung
Nobel Peace Prize
South Korea

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CNN NEWSROOM Guide

December 13, 2000

Teachers: Due to technical problems, today's program is not closed-captioned.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:45...01:45

Top Story ... 06:10...07:55
-The U.S. Supreme Court reverses the Florida Supreme Court's recount decision.
-The Court's ruling may affect the way Americans perceive the Court.
-What should be first on the new president's agenda?

In the Headlines ... 02:10...10:05
President Clinton visits Ireland.

DAILY DESK ... 00:20...10:25

Business Desk ... 01:45...12:10
The national debt has an effect on consumers.

WORLDVIEW ... 00:20...12:30

Political Front ... 11:45...24:15
CNN's Richard Blystone reviews the history of Israeli-Arab conflicts.

NEWS CHRONICLE ... 00:20...24:35

Media Predictions ... 03:05...27:40
CNN's Howard Kurtz takes a critical look at media's political pundits.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. How did the U.S. Supreme Court rule on the Florida Supreme Court's ballot recount issue? What constitutional issues did this Supreme Court case call into question?

2. Inform students that, "The unsigned decision said the recounts could not resume 'without

substantial additional work.' One requirement is a statewide standard of what was a legal vote, guaranteeing equal protection for voters throughout the state." What challenges do you think will be associated with creating a unified standard? What problem does this Court mandate pose for Al Gore?

3. What is the role of the U.S. Supreme Court in the 2000 U.S. presidential election? Who is the Chief Justice of the Supreme Court? What challenges might this case present for the Chief Justice?

4. How might this case impact the outcome of the presidential election and the future of the U.S. Supreme Court? We learn in the video that, according to a survey, "The American public seems ready to give the Supreme Court the benefit of any partisan doubts." What does this statement mean? Do you agree with the American public's opinion? Explain. Do you think this case will jeopardize the institutional integrity of the Court? Why or why not? If so, how might the Court address this issue?

5. What are the three branches of the U.S. government? What is "separation of powers"? Why is this constitutional concept important? Have students consult their texts and online resources to learn more about separation of powers. As a class, discuss the role of this concept within the three branches of the U.S. government.

6. How did people respond to the question, "What should be first on the new president's agenda?" Have students write brief editorials expressing their opinions on the question. After students share their editorials, ask: What challenges do you think the new president will face in the wake of this election?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/12/president.election/index.html
http://www.cnn.com/2000/LAW/12/12/scotus.election/
http://court.it-services.nwu.edu/oyez/tour/
http://supct.law.cornell.edu/supct/
http://www.usscplus.com/info/index.htm
http://www.io.com/~amsag/resources.html

In the Headlines: Ireland Visit

1. Why is there conflict in Northern Ireland? What are the relationships between the Irish Republican Army (IRA), the Sinn Fein and the Unionists? What is the status of the Good Friday peace accord? What is the role of the British government in Northern Ireland's peace process? Why have members of Sinn Fein criticized the British government? What factors threaten to undermine the progress that has been made in the 1998 peace agreement?

2. What is the purpose of President Clinton's visit to Ireland? How might Mr. Clinton's visit impact the peace process in Northern Ireland? Have students work in groups to compare what is happening in Northern Ireland to similar civil conflicts in recent history, such as in South Africa. Compare America's response to the situation in Northern Ireland to its response to other civil conflicts. Should the U.S. devote more energy to Northern Ireland's troubles? Discuss.

3. Refer groups of students to multimedia resources, including the websites below, to learn about the history of the conflict in Northern Ireland. Have groups identify the answers to the following questions:
    1. What is the origin of the conflict in Northern Ireland?
    2. Is the war in Northern Ireland a religious or political conflict?
    3. What are names and objectives of Northern Ireland's political groups?
    4. Why do you think the IRA use violent tactics? Are these tactics effective?

   Next, as a class, consider the economic, political and religious ramifications of the British relinquishing control of Northern Island, and Ireland becoming a unified nation. Ask students: Should Britain relinquish control of Northern Ireland? Why or why not? Do you think there will

ever be peace in Northern Ireland? Explain.

LINKS:
http://www.cnn.com/2000/WORLD/europe/12/12/ireland.clinton.02/index.html
http://cnn.com/SPECIALS/1998/nireland/
http://www.uup.org/
http://www.sdlp.ie/sdlp/
http://www.nio.gov.uk/
http://www.sinnfein.ie/
http://www.irlgov.ie/
http://www.labour.org.uk/lp/new/labour/labour.home

EDITOR'S NOTE:
equal protection
due process
stewardship
partisan
unprecedented
Good Friday peace accord
Irish Republican Army

DAILY DESK

Business Desk: Surplus, Debt, and You

1. What is debt? What is the national debt? Why has the government incurred this debt? What is President Clinton's goal for dealing with it?

2. According to some economists, how does paying down the national debt impact consumers? Why does this happen? What do some think should happen to the money that could be used to pay down the debt? With whom do you agree? Why?

3. Direct students to the federal government's public debt website at http://www.publicdebt.treas.gov/opd/opdpenny.htm. Have them locate the most recent "to the penny" estimate of the national debt. Inform them that economists often refer to the amount of money "owed" by the U.S. as the per capita share of the national debt. As a class, estimate the population of the U.S., and divide the national debt figure by this number. What is the approximate per capita share of the debt? Discuss student reactions to this number.

4. Point out that one often hears the words "debt," "deficit," and "surplus" used when discussing the federal government and its budget. Have students work in groups to research these words and their meanings in a government budget context. Have each group prepare a written explainer that clearly identifies what each means and how it impacts federal government operation and spending.

5. Fiscal policy is an important part of the governing process. Invite a local elected official (e.g., a state representative or senator) to explain what fiscal policy is and what factors influence it on a state or local level. Focus attention on government budgeting, taxation, and borrowing money. After the presentation, secure copies of your local or state government budget and discuss how the government spends its money. Refer back to the presentation to underscore how these fiscal priorities are determined. How can the average taxpayer affect the spending habits of his/her government?

LINKS:
http://www.federalbudget.com/
http://www.publicdebt.treas.gov/opd/opdpenny.htm
http://www.ustreas.gov/

http://w3.access.gpo.gov/usbudget/fy2001/guide04.html#Chart_4_1

EDITOR'S NOTE:
national debt
interest rates
mortgages
price of funds

WORLDVIEW

Political Front: Anatomy of a Conflict

1. What is Zionism? Why did many indigenous Palestinians consider Zionism part of British colonialism? When was the State of Israel established? What events contributed to the formation of Israel? How has Israel changed since 1948?

2. According to the video, "Europe's 'Jewish question' had been translated into the Mideast 'refugee question.'" What is the meaning of this statement? How did the establishment of Israel impact Palestinians? How did Arab nations respond to the formation of Israel?

3. Using a map of the Middle East, have students identify the Arab nations and their proximity to Israel. Group students. Have each group prepare a multimedia presentation about the history, culture, political structure, religious composition and current economy of an Arab nation. What are the similarities and difference between these countries? How have these factors contributed to the region's instability? Explain.

4. How did the 1967 War impact Syria, Jordan, Egypt, and the Palestinians living in occupied territories? How did this event influence the course of relations between Israel and its Arab neighbors? In your opinion, did this event affect Yasser Arafat's rise to power? Why or why not? If so, how?

5. Review the segment with your class. As students watch the video, have them write down the pivotal events that they believe contributed to the current Israeli-Palestinian conflict. Next, have students draw upon their notes, and additional research, to create a timeline of the conflict. Then, instruct each student to select an event from the timeline (such as the 1967 War or the emergence of Yasser Arafat) and write an in-depth analysis of the event from the perspective of either an Israeli or a Palestinian of that time. Have students share their reports with the class. Then point out that, in the video, Azim Bishara states that, "Palestinians now see themselves in a situation very similar to 1948." What does he mean? Why do some Palestinians have hatred for people in the West? Do you think these feelings are justified? Why or why not?

6. How and when did the Middle East peace process begin? Have students work in groups to review the peace process to date and the events that have interrupted its progress. After students share their findings, have each student use what he/she has seen in the video, combined with the information gathered in research and discussion, to write a newspaper editorial that might appear in either an Israeli or a Palestinian paper. The focus of the editorial should be an opinion, supported with fact, on what course that government should pursue. Should the peace process resume? If so, under what conditions? If not, what is the alternative? Do you think the U.S. should participate in future peace talks? Why or why not? After students share their editorials, ask: Do you think peace can be achieved in the Middle East? Why or why not?

   EXTENSION: Point out to students that Israel's Prime Minister Ehud Barak recently resigned, in part to make a special prime ministerial election in which he will seek a new mandate to pursue

peace with the Palestinians. Why are some Israelis critical of Mr. Barak's dealings with the Palestinians? Do you think Mr. Barak's resignation and Israel's upcoming election will impact Israeli-Palestinian relations? Explain. How might Israel's new prime minister benefit from understanding the history of Israeli-Arab relations? What advice would you give Israel's new prime minister about how to deal with the Palestinians?

LINKS:
http://www.cnn.com/SPECIALS/2000/mideast/
http://www.time.com/time/europe/timetrails/israel/index.html
http://www.emulateme.com/westbank.htm
http://www.arab.net/
http://www.usembassy-israel.org.il/publish/peace/peace1.htm
http://www.israel-mfa.gov.il/mfa/home.asp
http://www.peacenetwork.org/localevents.htm

EDITOR'S NOTE:
Zionist
Baath Party
Fatah movement
Palestine
PLO
Oslo agreement
West Bank
Israel

NEWS CHRONICLE

Media Predictions

1. Have students define the terms "pundit" and "prognosticator." Why do you think news networks have legal analysts and journalists prognosticating about the U.S. presidential election? To what extent do you think these individuals influence public opinion about the candidates, the Supreme Court, and the election issues?

2. What is your opinion of the election coverage thus far? Has it been fair and accurate? Explain. Has the media's coverage of the election affected your opinion of the media? Explain. Do you think journalists should speculate about the outcome of presidential election issues? Why or why not?

3. What is a "code of ethics"? What organizations and institutions have codes of ethics? Do you think the journalism profession should have a code of ethics? Why or why not? Refer groups to the links below to research different news and journalism associations' ethical codes. Have groups compare and contrast their findings. Then, as a class, challenge students to draw upon their research to create their own ethical code for journalists. Have students consider whether the pundit journalists who have been covering the election have breached this ethical code.

LINKS:
http://www.spj.org/ethics/sources.htm
http://web.missouri.edu/~jourvs/rtcodes.html
http://web.missouri.edu/~jourvs/rtcodes.html#1987
http://www.uta.fi/ethicnet/
http://www.poynter.org/

EDITOR'S NOTE:
transition
media

journalism
prognosticator
pundit

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CNN NEWSROOM Guide

December 14, 2000

Is it time to reenroll in CNN NEWSROOM? Call 1-800-344-6219. Or reenroll online at http://turnerlearning.com/newsroom/enroll.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 00:40...01:30

Top Story ... 08:10...09:40
-Vice President Gore and President-elect Bush address the nation.
-CNN's Bill Schneider reflects on the election.

DAILY DESK ... 00:30...10:10

Science Desk ... 02:50...13:00
Living on the International Space Station poses unique challenges.

WORLDVIEW ... 00:30...13:30

Culture Watch ... 04:25...17:55
Clothing designers are bringing airline fashion into the 21st century.

One World Habitat: Global Warming ... 02:55...20:50
A pivotal world climate conference is held at The Hague.

Around the World ... 03:05...23:55
Students create digital videos to capture the stories of WWII veterans.

Look Ahead ... 00:35...24:30
January 17: To Serve A Nation

NEWS CHRONICLE ... 00:20...24:50

Famous Farewells ... 02:45...27:35
Farewell speeches are important historical moments.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. What is the status of the 2000 U.S. presidential election? Who is the president-elect? Why is this election historically significant?

2. How would you describe the tone of Mr. Gore's speech? Why is it significant that he chose to "concede" rather than "withdraw" from the presidential race? How do you think Mr. Gore's speech will impact the behavior of other Democrats?

3. How would you describe the tone of President-elect George W. Bush's speech? How does Mr. Bush plan to reach out to the "partisan divide"? What issues does he plan to address? Do you think Mr. Bush will be able to "heal the nation's wounds"? Explain.

4. What is your opinion of the speeches? What, if anything, should Mr. Gore or Mr. Bush have done differently? What challenges do you think Mr. Bush and Mr. Gore face now that the election is over? What issues do you think should be first on Mr. Bush's presidential agenda?

5. Why do you think this election has been called "the perfect civics lesson for young and old alike"? What three election-related questions were presented in the video? Can you think of additional key election-related questions? Have each student write an essay that addresses one of the questions posed by the class, or one of the following questions posed in the video:
   - What will you tell your grandchildren about Election 2000?
   - What have you learned from this unique election?
   - Can we, as President Abraham Lincoln said, "bind up the nation's wounds"?

   Have students share their essays and discuss.

6. What has been the role of the U.S. Supreme Court in this election? How did the U.S. Supreme Court rule on the Florida Supreme Court's ballot recount issue? What is your opinion of the Supreme Court's ruling? Why are some people accusing the Court of partisanship? Do you think this accusation is fair? Explain.

7. Why is Mr. Bush's "legitimacy" as a president being questioned? What is the political composition of the new U.S. Congress? Why do you think some legal experts believe that there will be pressure on Mr. Bush to press a conservative agenda? Why might this pose a problem for Mr. Bush? How do you think he should handle this situation?

8. Which U.S. presidents have taken office after intensely divisive conflicts? Have students look for other speeches that these presidents have delivered after a time of crisis. Students may want to look at President Abraham Lincoln's "Gettysburg Address," or President Gerald Ford's speech following Richard Nixon's resignation. Ask students to consider whether these speeches helped to heal the nation's wounds.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/13/president.election/index.html
http://www.cnn.com/LAW
http://lcweb.loc.gov/exhibits/gadd/
http://www.tamu.edu/scom/pres/archive.html

EDITOR'S NOTE:
Millennium
partisan
mandate
Congress
concede

DAILY DESK

Science Desk: Space Station Life

1. How does an ISS (International Space Station) mission compare with a space shuttle mission in terms of length of stay and living space? How often do people on the ISS get to change their clothes? Why do you think this is less of a problem in space than it would be on Earth? What happens to muscles and bones when away from Earth's gravity? Why? What do astronauts and cosmonauts do to counteract this physiological change?

2. What provisions does the space station have for everyday aspects of life, such as exercise, bathrooms, showers and meals? What is being done to encourage the astronauts and cosmonauts to exchange culture while on their missions? What strategies do you think space station inhabitants will use to deal with being isolated from their friends and family over their six month stay in space?

3. Have your students follow the ISS as it flies past where they live! Have students:
   - Click on NASA's satellite tracking Internet site at: http://liftoff.msfc.nasa.gov/temp/StationLoc.html.
   - Select the J-Pass icon under the "Sighting" heading and follow the directions on the right side of the page. By entering their longitude and latitude, or their zip code, students should be able to produce a schedule page that tells when the ISS and other satellites will be visible to them.
   - Have students click on the pass they wish to watch and a star chart will appear. It shows when the ISS will be visible to them, and, more importantly, gives its orientation in the sky related to the moon and other stars. This will help students know where to look in the sky. Have students print this page if possible.
   - Over a predetermined period, have students observe at least one ISS pass over their homes. Have students record the weather conditions, temperature, and outside light interference, as well as what the ISS looked like as it passed through the sky. Have students note the time of first appearance and time of disappearance over the horizon.

   Discuss the students' observations. Speculate how fast the ISS must be traveling to pass through their visible horizon in the time frame noted in their observations, and what living on the ISS might feel like.

   EXTENSION: Have students look up the traveling speed of the ISS and the speed of the Earth's rotation. Then have students find out if this is a synchronous or asynchronous orbit. Have students infer from their research whether or not guests on the ISS feel any difference being on the ISS due to a difference in velocity.

LINKS:
http://liftoff.msfc.nasa.gov/temp/StationLoc.html
http://www.shuttlepresskit.com/ISS_OVR/index.htm
http://spaceflight.nasa.gov/
http://liftoff.msfc.nasa.gov/
http://spaceflight.nasa.gov/spacenews/reports/index.html

EDITOR'S NOTE:
space shuttle
International Space Station
lifestyle

WORLDVIEW

Culture Watch: Airline Fashion

1. How has airline fashion changed during the last 40 years? What is your opinion of the "retro" airline look? Why do you think airlines have uniforms for their personnel? To what extent would/does airline fashion influence your decision to use a particular airline? Do you think airline uniforms are necessary?

2. What is a uniform? Why do different groups have uniforms? Have students brainstorm a list of different types of uniforms, such as school, medical/nursing, military and sports uniforms. Group students and have each group research the origin and evolution of a type of uniform. Instruct students to consider the following questions to guide their research:
   - What is the purpose of the uniform?
   - How does the uniform reflect the culture of its time?
   - Is the uniform more functional or fashionable?
   - What statement does the uniform make?
   - How has the uniform changed over time?

   Have groups give multimedia presentations of their findings and discuss. Then, instruct each group to select a uniform and consider what the uniform might look like 50 years from now. Challenge groups to create sketches of their designs and share them with the class.

LINKS:
http://www.dallashistory.org/html/color_in_the_sky.html
http://www.airlines.freeuk.com/findex.htm
http://www.uscg.mil/hq/g-cp/history/uniforms.html
http://www.looksmart.com/eus1/eus65300/eus65303/eus77825/eus66329/eus579375/eus236364/eus5581

One World Habitat: Global Warming

1. What was the purpose of the environmental conference that took place at The Hague? How many nations attended? What is global warming? What are greenhouse gasses? Why are environmentalists concerned about the emission of greenhouse gasses?

2. What is the Kyoto Protocol? Why have about only 30 nations ratified the protocol? Divide your class into two groups to debate whether nations, including the U.S., should ratify the Kyoto Protocol. Prior to the debate, have students research the Kyoto Protocol and the following issues:
   1. Different countries' positions on global warming;
   2. Why global warming is occurring;
   3. How humans are causing the climate to change;
   4. If global warming is harmful;
   5. The policies proposed by governments to reduce greenhouse gas emissions;
   6. The potential economic impact of these policies;
   7. Whether these policies will stop global warming.

   Following the debate, ask students: What changes need to be made to the treaty to make it acceptable to "rich, industrialized" nations? Should these nations adhere to strict limits on carbon dioxide emissions even if large developing countries like China and India do not? What can be done to encourage developing nations to limit greenhouse gas emissions?

LINKS:
http://www.cnn.com/2000/NATURE/11/13/hague.meeting/index.html
http://www.unfccc.de/
http://www.unfccc.de/resource/convkp.html
http://environment.miningco.com/msubgcc.htm
http://zebu.uoregon.edu/energy.html

Around the World: Veteran Video

1. Who is Jack Burk? Why was he reluctant to share his war stories? How are Chris Chen and his colleagues preserving the stories of WWII veterans? Why is this project important?

2. What organization helped make the WWII Veterans' Stories Project possible? What is "networked multimedia"? Point out to students that the Digital Clubhouse Network (DCN) is a nonprofit organization that is dedicated to "using the power of networked multimedia to build better communities." Refer students to the DCN website below to learn about other DCN projects. Have students discuss the potential benefits and challenges associated with these projects. Next, have students identify the networked multimedia resources in their community. Then, challenge groups of students to develop ideas for projects or events that would help people in their community to participate more productively in the emerging Digital Age. Have students present their ideas and discuss the feasibility of each idea.

LINKS:
http://www.digiclub.org/whatisdcn.html
http://www.bartleby.com/65/mu/multimed.html

EDITOR'S NOTE:
Kyoto Protocol
greenhouse gases
emissions
Okinawa
fashion
uniforms
networked multimedia
veterans

NEWS CHRONICLE

Famous Farewells

1. What farewell speeches were cited in the video? Why were these speeches important? How did they shape history? Is there a particular farewell speech that stands out in your mind? Explain. If so, why was this speech significant?

2. Refer students to multimedia resources, including the links below, to access the transcripts of famous farewell speeches. Have students select speeches and research the backgrounds of the people who delivered the speeches. Then, instruct students to determine what the speeches reveal about the people and their places in history. Have students give oral reports of their findings and discuss the lessons that are conveyed in the speeches.

3. Direct students to their texts and library resources to research the history of Bill Clinton's presidency. Then, have students imagine they are speech writers for President Clinton. Challenge pairs of students to write farewell speeches for Mr. Clinton. Ask students to consider the tone, content and goals of the president's message.

LINKS:
http://users.deltanet.com/~cybrgbl/macarthur/douglas-macarthur-farewell.html
http://mcadams.posc.mu.edu/ike.htm
http://earlyamerica.com/earlyamerica/milestones/farewell/
http://www.webcorp.com/sounds/nixonfar.htm
http://espn.go.com/classic/s/gehrigmartinadress000809.html

EDITOR'S NOTE:
farewell address
political defeat
President Clinton

impeachment

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CNN NEWSROOM Guide

December 15, 2000

Looking for ways to integrate current events into your curriculum? Log on to CNNfyi.com. CNNfyi.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:40...01:40

Top Story ... 03:15...04:55
George W. Bush's presidential transition kicks into high gear.

In the Headlines ... 03:00...07:55
-The U.S. federal government eases California's power shortage.
-The Federal Trade Commission approves the AOL-Time Warner merger.

DAILY DESK ... 00:30...08:25

Editor's Desk ... 02:30...10:55
Many noted entertainment professionals attended the Yale School of Drama.

Turner Website Information ... 00:45...11:40
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:40...12:20

Culture Watch ... 02:25...14:45
Dogs are being used to help disabled people in China.

Wild Kingdom ... 02:45...17:30
Show dogs often have convoluted names.

Information Please ... 03:00...20:30
Dogs are prone to sports injuries.

Communication Transformation: AWOLPET.com ... 02:10...22:40
A new website helps pet owners find their lost animals.

NEWS CHRONICLE ... 00:30...23:10

Bush Profile ... 04:15...27:25
CNN's Candy Crowley profiles President-elect George W. Bush.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Election 2000

1. How did George W. Bush spend his first day as president-elect? Who is the U.S. vice president-elect? During this transition, how many political appointments must be made by the Bush transition team?

2. Why was the 2000 presidential election such a close race? What is the political composition of the new U.S. Congress? What challenges does President-elect George W. Bush face between now and Inauguration Day? Why do some people question Mr. Bush's "legitimacy"? Why is it important that a U.S. president have the public's trust? What steps do you think Mr. Bush should take to gain the public's trust? How should Mr. Bush reach out to the "partisan divide"? What are the risks of these actions?

3. Point out to students that some people believe that Mr. Bush could restore goodwill by appointing members of the opposing party to his Cabinet. Ask your class to examine this idea. Have students identify the different positions of the presidential Cabinet, and the process by which a new president selects his Cabinet. Then group students, and have each group prepare a list of potential Cabinet appointees for Mr. Bush. Instruct students to select individuals from both the Republican and Democratic Parties. Also, have students consider whether or not the Cabinet appointees would promote bipartisanship. After students compare and contrast their lists, ask: What are the pros and cons of having a bipartisan Cabinet?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/14/next.president/index.html
http://www.cnn.com/ALLPOLITICS/
http://www.georgewbush.com/
http://www.whitehouse.gov/WH/Cabinet/html/cabinet_links.html
http://www.cnn.com/2000/ALLPOLITICS/stories/12/14/bush.administration/index.html

In the Headlines: Energy Crisis/AOL-Time Warner Merger

1. What is the cause and status of California's energy crisis? How is the crisis impacting Californians and the state's economy? Why have Northwest power companies refused to sell electricity to California? What is the U.S. federal government doing to address this situation?

2. Why are the California's main utilities in financial danger? What is "deregulation"? How has deregulation of California's energy industry contributed the utility companies' financial problems? Do you think federal price controls will resolve California's energy-related problems? Why or why not?

3. Do you think California's energy issues are endemic only to California? Explain. Do you ever think about power failures? Scan your surroundings and list the ways you are dependent upon electricity. How would your life change if your community were to lose electric power for a week? Invite a representative from a local electric company to address your class on energy conservation. Ask the representative to show the students ways to minimize residential and commercial demand for power that often results in power failures.

4. What are Time Warner and AOL? Why is their merger significant? How will AOL and Time Warner benefit from the merger? How do you think the merger will impact consumers, employees and the global community? What steps have to be taken for the merger to be approved?

5. What "regulatory hurdle" did AOL and Time Warner overcome yesterday? What was the Federal Trade Commission's (FTC) primary concern? What is an ISP? What conditions did the FTC impose on the AOL-Time Warner merger? Why do consumer advocates consider these concessions a "significant achievement"? Why does this merger present unusual problems for the FTC commissioners?

6. What is "synergy"? Have students explain the concept of synergy as it applies to the AOL-Time Warner merger. Then, point out that according to one media insider, "In theory, synergy should work for media companies. For example, TV promotes websites, and in turn, websites drive viewers to TV." Refer students to the websites below to learn about other media mergers, such as Disney-ABC, Viacom-CBS, or CNN NewsStand. Direct students to investigate the following questions: Does synergy stand in the way of reporting? Should consumers be concerned about information being channeled through fewer sources? Do consumers benefit from media synergy? Explain.

LINKS:
http://www.cnn.com/2000/US/12/14/westcoast.power.01/index.html
http://www.energy.ca.gov/
http://www.reliantenergy.com/Default.asp?cd=1&
http://www2.caiso.com/aboutus/
http://www.eia.doe.gov/cneaf/electricity/page/primer.html
http://www.cnn.com/cnnfn/2000/12/14/deals/aoltimewarner/
http://www.ftc.gov/
http://www.fcc.gov/

EDITOR'S NOTE:
bipartisan
conciliation
Federal Trade Commission
merger
energy crisis
utilities

DAILY DESK

Editor's Desk: Yale Drama School

1. Where is Yale University located? Why do you think Yale is so well known? Who are some of the university's noted alumni? What type of training do students at the Yale School of Drama receive?

2. Use this segment to have students explore different career opportunities within the entertainment industry. Have students make a list of different entertainment professions, such as writing, producing, acting, and directing. Pair students. Have each pair select a profession from the list and prepare a presentation about the jobs that are available within the field. For each position, instruct students to identify the skills and training required, salary range, and the pros and cons of the job. After students present their research, compile their findings into a reference manual for your school library.

   EXTENSION: Point out to students that drama teachers often use theater games to teach students drama skills. Group students. Refer each group to multimedia resources, including the first two websites below, to select a theater game, such as a pantomime or improvisational exercise. Have each group identify the skills and knowledge that participants develop by playing the game. Then, have each group teach its game to the class. After each game has been played, have students identify the knowledge and skills that are imparted through the game. Ask students: How are these skills beneficial to actors? Can these skills be useful in other areas of life? Explain.

LINKS:
http://www.yale.edu/
http://www.yale.edu/oir/factsheet.html
http://www.yale.edu/drama
http://www.aya.yale.edu/edprograms/01_9_scotglen.htm
http://members.aol.com/THeMAFYA/famous.html

EDITOR'S NOTE:
training ground
incubator
theater arts
drama school
entertainment professionals

WORLDVIEW

Culture Watch: China Dogs

1. What is the goal of the Dr. Dog program? Where is the program located? What type of disabilities do the children participating in the Dr. Dog program have? How does the program benefit both children and dogs? Give an example. Is the role of dogs in your country similar to or different from the role of dogs in China? Explain.

2. Naturalist Roger Caras once said, "Dogs are not our whole life, but they make our lives whole." Have students discuss the meaning of this quote. If any of your students have owned dogs, have them relate how their dogs influenced their lives. Then ask: Why do you think the bonds between people and dogs are different from those just between people?

3. Refer students to the websites below to learn more about the ways in which dogs are helpful and therapeutic to humans. Next, instruct students to contact local organizations, such as nursing homes, pet shelters, police stations, organizations for those with visual impairments and physical disabilities, or psychological facilities, to discover specific ways that dogs are being used to help members of their community.

LINKS:
http://www.ifaw.org/press/pr101098.htm
http://www.chennytroupe.org/
http://www.dog-play.com/therapy.html
http://www.akc.org/
http://www.guidedogsofamerica.org/

Wild Kingdom: Dogs' Names

1. What is the American Kennel Club? Why do people register their dogs with the AKC? What is the difference between a "registered name" and a "call name"? How are registered names determined? What are the differences between show dogs and other dogs? Why do you think people have show dogs?

2. Have students define the term "onomastics" (the study of names). Then share the following quote by onomastician Leonard Ashley: "It may seem silly to get into discussing pet names, but it tells you a lot about human behavior." According to experts, "The name you choose says as much about you as it does about your dog. It shows how you view your dog and your relationship with it."

   To test this assertion, direct each student to library resources and the first two websites below to

select a breed of dog that he/she might like to have as a pet. Instruct each student to list the characteristic and traits of the breed. Next, have each student name his/her dog. If students need help, refer them to the last website below, which has a listing of 2000 dog names. Then have students write essays that compare their characteristics and traits to those of their dogs. Students should also analyze what the names of the dogs reveals about them and their dogs.

LINKS:
http://www.dogbreedinfo.com/abc.htm
http://www.akc.org/
http://www.petrix.com/dognames/examiner.html
http://www.petrix.com/dognames/

Information Please: Doggie Sports Injuries

1. What area of the dog's anatomy is most prone to injury? Why? What are ligaments? How are a dog's torn ligaments repaired? What is the cost of this surgery? If you owned a dog that required this surgery, would you pay for it? Why or why not?

2. Encourage your students who are interested in careers in veterinary medicine to pursue information on this topic. Invite a local veterinarian to discuss his/her education, training, practice, and the latest advances in his/her field. If possible, have your students tour a veterinary clinic. Conclude with a discussion about the importance of kind treatment of animals by all humans, and of responsible pet ownership.

LINKS:
http://www.looksmart.com/eus1/eus141561/eus163430/eus170510/eus170527/eus170534/eus952952/eus
http://www.geocities.com/Heartland/Hills/6191/index1.html

Communication Transformation: AWOLPET.com

1. What is AWOLPET.com? Who is Deborah Welsh? Why is she considered an entrepreneur? How many cats and dogs are owned by Americans? How many of these animals are lost each year? What percentage of these pets are ever found? How much does it cost to register a pet? Do you think this fee is reasonable? Why or why not?

2. Why do people have pets? Do you own a pet? If so, what kind of pet do you own? How much money do you spend on your pet each month? What is "unconditional love"? How are pets a source of unconditional love for their owners?

3. Pets are becoming increasingly popular, and there seems to be no limit to what some humans will do for them. Send your students on an Internet scavenger hunt to collect as many sites as possible that deal with pets and pet products. Share students' lists. What pet-based businesses, such as retail stores, groomers, veterinarians, etc., exist in your community? Discuss how the growth of pet and animal businesses impacts the economy on both a local and national scale. If you were an investor, would you invest capital in AWOLPET.com? Why or why not?

LINKS:
http://www.awolpet.com/
http://www.petsforum.com/
http://www.thepetchannel.com/

EDITOR'S NOTE:
American Kennel Club
litter

anterior cruciate ligament
veterinary medicine

NEWS CHRONICLE

Bush Profile

1. Who is the U.S. president-elect? When did Mr. Bush first consider running for the presidency? What obstacles did Mr. Bush encounter during his presidential campaign? To which other U.S. presidents is Mr. Bush being compared? What is your opinion of these comparisons?

2. With what political party is Mr. Bush affiliated? What is the traditional image of the Republican Party? George W. Bush has been described as a "compassionate conservative." What is compassionate conservatism? Direct students to the first website below to review Mr. Bush's positions on key issues. Are his positions "compassionately conservative"? Explain. If not, how would you describe them? Why might some voters find a compassionately conservative stance appealing?

3. What is the role and function of the U.S. president? What skills and attributes do you think a president should possess? Inform students that President-elect George W. Bush recently stated that, "The presidency is more than an honor, more than an office. It is a charge to keep." Discuss the meaning of this statement with your class. Then refer students back to the video and to multimedia resources to review Mr. Bush's personal and professional background. Based on this information, what assumptions can be made about Mr. Bush as the next president of the United States? What are his strengths and weaknesses? Do you think he will be able to uphold the charge of President of the United States? Why or why not?

LINKS:
http://www.georgewbush.com/
http://www.cnn.com/ELECTION/2000/transcripts/121300/bush.html
http://www.whitehouse.gov/index.html

EDITOR'S NOTE:
delegator
George W. Bush
realm
partisan

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

December 18, 2000

**Teachers, please note: There will be no CNN NEWSROOM and Daily Guide from December 21 through January 2, 2001. The program and Guide will return on January 3, 2001.
Have a happy and safe holiday season!**

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:40... 00:40

TODAY'S NEWS ... 01:00...01:40

Top Story ... 07:30...09:10
-President-elect Bush chooses Condoleezza Rice as National Security Adviser.
-The Electoral College casts its votes today.

DAILY DESK ... 00:50...10:00

Environment Desk ... 02:10...12:10
Vermont residents consider wood as a cheaper alternative to heating oil.

WORLDVIEW ... 00:25...12:35

Inside Africa ... 05:10...17:45
The U.S. government agrees to help thousands of Sudanese orphans.

Check it Out ... 03:00...20:45
Large families are the exception, not the rule, in Russia.

Culture Watch: Russia Last Man ... 03:10...23:55
Russia's rural villages are dying out.

Wild Kingdom ... 00:55...24:50
Poaching and pollution threaten Russia's seals.

NEWS CHRONICLE ... 00:30...25:20

Person of the Year ... 01:45...27:05
George W. Bush is Time magazine's Person of the Year.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Transition of Power

1. Who are some of the high-level appointments announced this weekend by President-elect George W. Bush? To what post has he nominated Condoleezza Rice? What do we know about her childhood? How did growing up in a racially segregated setting affect her? In what former president's administration did she serve?

2. What view of the military does Ms. Rice share with George W. Bush? Until now, what has been the focus of her expertise? Why are some critical of her? What other international issues might she face as head of the National Security Council?

3. President-elect Bush, who has promised diversity in his administration, has already nominated two African Americans, Colin Powell and Condoleezza Rice, one Hispanic, Alberto Gonzales, and one woman, Karen Hughes, to high-level positions. Divide your class into small groups and have each group choose one of these individuals to research. Direct groups to learn more about the challenges their subjects had to overcome in their careers. Have each group present a two minute personal and professional profile of its chosen individual. Discuss the qualities of leadership and character that defy gender, ethic, and racial barriers.

4. Who is Chuck Clay? What position does he currently hold? How many presidential electors does the state of Georgia have? How many electoral votes did George W. Bush and Al Gore each win nationwide? How many would have to defect from George W. Bush in order to send the election into the House of Representatives? What measures are Republicans taking to prevent such defections?

5. Why are some Republican electors getting e-mails, letters and phone calls asking them to change their vote? Is this legal? Explain. How many states have laws binding electors? Why are individuals like David Enrich leading the effort to persuade electors to defect? Do you think this effort is rooted in principle or politics? Explain.

6. Introduce your students to the concept of the "faithless elector." Inform them that there have been numerous cases of faithless electors throughout U.S. history, first in 1796 and most recently in 1988. Divide your class into groups and have each group examine one election where one or more electors "defected" to another candidate. Did any of these defections impact the ultimate outcome of the election? Have groups share their findings. Point out that David Enrich is encouraging electors to become faithless because he thinks the Electoral College is "unfair and undemocratic." Do students agree or disagree with him? Do they agree or disagree with his approach? Discuss.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/17/rice.profile.ap/
http://www.cnn.com/2000/ALLPOLITICS/stories/12/15/electoral.college/index.html
http://www.fec.gov/pages/ecmenu2.htm

EDITOR'S NOTE:
conservative
vouchers
fervently
presidential transition
Electoral College
national interest
concession
Condoleezza Rice

DAILY DESK

Environment Desk: Winter Wood

1. In Vermont, why is using wood as a heat source more expensive this year than in years past? How has the predicted oil shortage affected wood stove sales? List the advantages and disadvantages of using wood for heat in winter. How does using wood compare to using oil in terms of price and supply?

2. Explain the meaning of the parody "wood, wood everywhere, but none to burn." Why do you think it is important to dry out wood before burning it in a fireplace? Do you think a low cost method of drying out wood could be developed so residents wouldn't have to wait a year to burn their own wood? If so, what might be the steps in that process? How does this story evidence the basic economic relationship between supply and demand and consumer prices?

3. When they are used often, chimneys and stovepipes experience the buildup of a substance called "creosote," or soot. Creosote consists mainly of tar and other highly combustible materials. Burning green or wet wood can cause excessive creosote buildup, which can cause extremely hot chimney and stove pipe fires. Working in small groups, have students find out what kinds of wood are the best to use in wood-burning fireplaces and stoves to minimize creosote deposits, and get the maximum heat value. Using the links below, or other current information sources, have students:
    1. Find out which species of trees used for firewood grow in Vermont, and list them in a column on the left-hand side of a sheet of paper.
    2. Find out what several sources suggest to be the highest fuel efficiency, lowest creosote-producing types of wood, and list them in a column on the right-hand side of the same sheet of paper as above.
    3. Check to see which types of wood appear on both lists, and form a third list down the center of the page.

    Have students hypothesize other factors that they think would make a type of wood more or less valuable as a fuel source. Discuss the types of wood in each group's center column, and create a list of types of wood fuel that goes from most efficient to least efficient. Relate efficiency to the relative value or price of each kind of wood, and connect that relationship back to the story.

LINKS:
http://www.woodheat.org/firewood.htm
http://www.chimneys.com/burnsec/chapter6.html
http://www.americanchimneysweeps.com/information_page.htm
http://www.andirontechnologies.com/wood.html

EDITOR'S NOTE:
xylem
soot
carbon dioxide
cloaked
cord

WORLDVIEW

Inside Africa: "Lost Boys" of Sudan

1. Who are the "lost boys" of Sudan? Describe the living conditions they have experienced. Why have many of them been on the run for most of their lives?

2. How old is Jacob? When did he last see his parents? What will be his new hometown? Why is he being resettled in the United States? What do most of these young refugees want from their new homeland? Do you agree that work and education are two things most Americans take for granted?

Why or why not? What is the one strong point these lost boys (and girls) have going for them? How do you think experiencing adversity might help make a person stronger?

3. Why are so many children in Sudan suffering? Have your students work in groups to learn more about Sudan's current political and economic state. Share findings in class discussion. Point out that in 1996, a United Nations special representative for the Sudan reported "an alarming increase...in cases of slavery, servitude, slave trade, and forced labor." Discuss how war and resulting political and economic instability have negatively impacted the quality of life of Sudan's children.

LINKS:
http://www.sudanembassyus.org/
http://members.aol.com/casmasalc/newpage8.htm
http://members.aol.com/casmasalc/
http://www.emulateme.com/history/sudhist.htm
http://www.m-w.com/maps/sudan.html
http://www.arab.net/sudan/geography/sn_map.html

Check it Out: Russia Big Families

1. Why hasn't Yelena Shishkin chosen a name for her new baby? How many children does she already have? How much does Alexander Shishkin earn? How do the children contribute to the operation of the household? In spite of a crowded household, what does one member of the Shishkin family think of having 18 siblings? How are the Shishkins different from most other Russian families?

2. In the video we hear that the Shishkin family's size runs counter to recent trends in Russia. Inform students that one U.S. demographer says he believes Russia will lose up to 25 million people during the next three decades. Even the Russian government currently estimates that its population is experiencing two deaths for every one birth. What do students think is behind Russia's declining population? Have groups of students go on an informational scavenger hunt to determine the answers to this question. Direct a spokesperson from each group to share the group's findings, which should include a higher mortality rate, especially among Russian men, attributed to cardiovascular disease and alcoholism, and a lower birthrate, as many young potential parents have little confidence in their country's future.

LINKS:
http://members.tripod.com/~Tokourov/rushealt.htm
http://www.population.com/
http://homeworktips.about.com/teens/homeworktips/library/blrussia.htm?iam=dpile&terms=%2BRussia+

Culture Watch: Russia Last Man

1. Why are numerous villages in rural Russia disappearing? Who are Vitaly and Irina Vizovkina? Describe the conditions in which they live. Why do they choose to stay in Lebyazha? If you were in their situation, would you choose to stay? Why or why not?

2. Have students share what they know about how Russia's government and infrastructure have changed since the fall of the Soviet Union. Direct students to the links below to compare and contrast the Vizovkinas' lifestyle to the lifestyles of pensioners in Russia's big cities. What are the pros and cons of each lifestyle?

3. Inform students that one reason that Russian villages are disappearing is because the nation's population has decreased by three million people since 1992. Next, refer students to their texts and online resources to investigate the reasons for this decline, and why these population losses have hit rural Russia the hardest. After students share their findings, ask: Why have Russia's collective farms gone bankrupt? How might the loss of Russian villages impact the nation and its citizens? Should the Russian government intercede on behalf of its rural villagers? Why or why not? If so, how?

LINKS:
http://www.cnn.com/SPECIALS/views/y/2000/10/harrigan.russianvillage.oct19/
http://www.odci.gov/cia/publications/factbook/geos/rs.html
http://www.cnn.com/SPECIALS/cold.war/

EDITOR'S NOTE:
Sudan
Russia
foster homes
refugees
siblings
collective farms
poaching
echolocation

NEWS CHRONICLE

Person of the Year

1. Who is the Managing Editor of Time magazine? Why did the magazine choose George W. Bush as its Person of the Year? Who else was considered for the title? According to Walter Isaacson, how is the magazine's Person of the Year a kind of national "symbol"? Why do you think Time considered putting both George W. Bush and Al Gore on the cover? Do you think this would have been appropriate? Explain.

2. Time magazine's first cover honoree was Charles Lindbergh in 1927. Last year's winner was Amazon.com founder Jeff Bezos. The editors of Time choose the Person of the Year by deciding who has had the greatest impact, positive or negative, over the past 12 months. Given this information, do you think that George W. Bush was a good choice? Why or why not? Walter Isaacson writes of George W. Bush, "He remade and united the Republican Party and defeated a talented Vice President who had the wind at his back after eight years of wallet-popping prosperity." Do you agree or disagree with this assessment? Explain. Had you been present at the meeting of Time's editors, would you have voted to put George W. Bush on the cover, or someone else? Why?

3. Challenge your students to think about their own lives and their community, and consider who they would name as their persons of the year. Have each student design a magazine cover with a picture of this person, and write an article that profiles the person and explains the impact he/she has had on the student or on the community. Have each student share his/her magazine cover and article and explain the rationale for his/her choice.

LINKS:
http://www.time.com/time/
http://www.cnn.com/2000/US/12/17/time.personoftheyear.ap/index.html

EDITOR'S NOTE:
George W. Bush
prevail
symbol
political process

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CNN NEWSROOM Guide

December 19, 2000

A reminder: There will be no CNN NEWSROOM and Daily Guide from December 21 through January 2, 2001. The program and Guide will return on January 3, 2001.
Have a happy and safe holiday season!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:50... 00:50

TODAY'S NEWS ... 00:30...01:20

Special Series ... 06:05...07:25
New information leads scientists to a greater understanding of the teenage brain.

Brain Buzz ... 00:20...07:45
Facts about the human brain

Special Series ... 03:40...11:25
What substances threaten the healthy development of the teenage brain?

In the Headlines ... 01:00...12:25
Electors meet to cast their votes for president.

DAILY DESK ... 00:25...12:50

Health Desk ... 01:45...14:35
Approximately 7 million American children are home alone after school.

WORLDVIEW ... 00:25...15:00

Culture Watch ... 07:50...22:50
The West Bank settlements are at the heart of the Mideast conflict.

NEWS CHRONICLE ... 00:25...23:15

Special Series ... 04:05...27:20
Technology has revolutionized the study of the human brain.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Special Series: Your Brain, Part I

1. What have scientists recently discovered about the teenage brain? How did some of the teenagers in the video respond to this news? Why does this information provoke strong reactions from some teens?

2. Until now, what did scientists believe was the most important time for brain development? Now, how many major periods of brain growth do they believe exist? Between what ages does the first period of growth take place? Where in the brain does this "virtual forest fire of growth" occur? What kinds of things do the frontal lobes control? What kind of brain growth spurt takes place between the ages of seven and thirteen? What skills are affected during this growth spurt?

3. When does the rapid growth of the brain come to an end? How does the brain begin to "fine-tune" itself during this phase? What kinds of skills can become more of a challenge during this period? To what part of the brain can "teen angst" be traced? Why? How can parents play a role in their teenager's maturation during these critical years?

4. Direct groups of students to research the anatomy of the brain, and create diagrams or other visual aids to help explain it. Have each group present its work. Post groups' efforts around the classroom and use them as references as the class continues to explore the human brain.

5. Inform your students that the amygdala is an almond-shaped area of the brain that receives signals of danger and begins to set off a series of reactions designed for "fight-or-flight." Have students work in groups to research the amygdala and its fight-or-flight response system, and share their findings in class. Point out that the amygdala has been associated with phobias and some emotional reactions. How might these aspects of human behavior be explained by the function and activity of the amygdala? Discuss.

6. In this segment, we learn that many aspects of human adolescence may be rooted in the teenage brain. As a class, brainstorm a list of general emotional and mental characteristics of the teenage years, such as sleepiness, rebelliousness, or lack of self-control. Write these characteristics on the board. Divide the class into small groups. Challenge each group to choose one characteristic and determine to what extent, if any, that characteristic can be tied to the brain. If the characteristic can be linked to the teenage brain, have the group examine the biology involved (for example, what part of the brain houses this emotion or condition, and how the teenage brain may be conducive to it). Have each group present its information to the class. Next, discuss environmental and external factors that might play a role in teenage behavior and characteristics. Do students think the teenage mind is more a product of biology or society? Why?

LINKS:
http://www.med.harvard.edu/AANLIB/home.html
http://pegasus.cc.ucf.edu/~Brainmd1/brain.html#table
http://www.vh.org/Providers/Textbooks/BrainAnatomy/BrainAnatomy.html
http://www.eqtoday.com/hijack.html
http://www.sfn.org/briefings/fear.html

Special Series: Your Brain, Part II

1. Why is your brain often referred to as "the master control center of the body"? How is the brain protected within the human body? What do we know about the brain and its features? What is the difference between gray matter and white matter? What protects white matter in the fully-developed adult brain? When do the nerves that regulate emotion, judgment and impulse control become fully covered in myelin? How does this underscore the need to protect the young brain?

2. What are some experimental behaviors in which some teens engage that could be harmful to the brain? According to Dr. Jay Giedd, which behavior may be especially dangerous? What is huffing? Why is inhalant abuse especially harmful? What other negative behaviors are the subject of

neuroscientists' research?

3. How do drugs affect the brain? We've all seen the "This is your brain on drugs" ads, but what exactly do substances like nicotine, marijuana, cocaine, alcohol and even caffeine do to the human brain? Divide the class into groups. Have each group choose one drug and examine the neurological consequences of its use, focusing on the brain. Direct groups to present their information with illustrations and charts, if possible. Relying on what they have learned in the first two parts of this series, ask students to speculate as to whether these substances would have more harmful long-term consequences for the teenage brain or the adult brain, and why.

4. Invite a physician or other scientist to address the class on what teens can do to promote healthy brain development. Focus the discussion not only on the negatives to avoid, but also on positive behaviors that could enhance brain health and function over the long-term. Have the class combine what they have learned with additional research to create an informative brochure on "The Healthy Brain," and make copies available in your guidance department and clinic.

LINKS:
http://faculty.washington.edu/chudler/neurok.html
http://www.psc.edu/science/Goddard/goddard.html
http://www.brain.com/

In the HeaClines: Bush Wins Electoral College

1. Who won the Electoral College vote for President of the United States? How many electoral votes did he receive? Why did some Democrats try to persuade some Republican electors to "defect" from their candidate? How many "faithless electors" could have thrown the election into doubt? What is the next step in the presidential election process?

2. Teachers: If you're looking for lesson plans and projects on the Electoral College, we have some great sites for you:

   Check out the CNNfyi.com lesson plan at http://fyi.cnn.com/fyi/interactive/news/10/election.special/teachers/lp.electoral.college.html.

   There's also the Turnerlearning.com lesson plan at http://turnerlearning.com../cnn/election/lesson6.html.

   HighWired.com presents a classroom project on the Electoral College at http://www.highwired.com/Classroom/Project/0,2069,23713-68133,00.html.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/18/electoral.vote.01/
http://www.nara.gov/fedreg/elctcoll/index.html#top

EDITOR'S NOTE:
adolescent brain
frontal lobes
neurons
amygdala
myelin
inhalant abuse
defect
accordance

DAILY DESK

Health Desk: Home Alone

1. What percentage of American kids were left unsupervised in 1995 because their parents worked? Why is this statistic cause for concern?

2. Ask students to define the term "latchkey child." Point out that, "About one-third of all school-age children, an estimated five million kids between ages five and 13, in the U.S., are so called latchkey children -- kids who care for themselves after school, while parents are at work. The two biggest fears facing a young latchkey child are an encounter with an intruder and a parent who doesn't come home on time." Then ask: What can latchkey children do to stay safe? Refer students to their school counselor and online resources, including the first link below, to make a list of safety tips for latchkey children. Have students draw upon their research to create a poster campaign to educate their peers about being safe if they are staying alone after school.

3. What supervised after-school activities are available for kids in your community? Are these activities sufficient? Explain. Group students. Challenge each group to design an after-school program for students. Have students share their ideas and discuss.

4. Ask students: What challenges do you think parents face in managing work and family responsibilities? In your opinion, what do working parents worry about the most? What are the benefits and drawbacks of having working parents? Next, direct students to pose these questions to their parents. Have students compare and contrast their findings. Then, discuss how this information might be useful to families.

5. Have students interview their parents and grandparents to find out how gender and parental roles have changed during the last 50 years, and the reasons for these changes. After students share their findings, have each student write an essay describing the skills, attributes, and resources he/she would need to be a successful parent. After students share their essays, ask: Do you think it is possible to have a career and be a successful parent? Why or why not? Instruct students to consider how employers might help parents manage their work and family responsibilities.

LINKS:
http://kidexchange.about.com/library/blschsafety.htm?terms=latchkey
http://www.familiesandworkinst.org/
http://humanresources.about.com/msub25.htm?iam=mt
http://www.connectforkids.org/content1553/content_show.htm?doc_id=8147&attrib_id=318#introductio

EDITOR'S NOTE:
census
unsupervised
juvenile crime
negative influences

WORLDVIEW

Culture Watch: Mideast Settlers

1. Where is Psagot? What does this name mean in Hebrew? According to resident Hindy Cohen, how does this summit represent both "prophecy and reality"?

2. How long have Benny and Evita Mazouz lived in Psagot? Why do they have sandbags on their balcony? How has the "state of psychological warfare" affected them? Why do they believe they should stay in their settlement, in spite of the argument that settlements are "an obstacle to peace"? What do they think of Palestinian leader Yasser Arafat?

3. When did Israel acquire the West Bank? Why do you think the Israeli government has since encouraged Jews to settle there? From where did many of these settlers come? How do their settlement homes reflect the places they left? How is their lifestyle different from what they experienced in the U.S.? Why has much of the current Mideast fighting erupted around these settlements?

4. Where do Mashour Abudakr and his family live? Why is he angry? What is a pacifist? How is the current situation on the West Bank testing Mr. Abudakr's pacifism? What could ultimately happen to the Israeli settlements if a peace deal is reached? Would Evita and Benny Mazouz leave? Explain. Why do they feel they shouldn't have to?

5. In the video we learn that "both Palestinians and settlers say they are willing to kill and die for places like Psagot." Challenge your students to learn more about the West Bank and Gaza and the issues that stand in the way of a lasting Mideast peace. Share student findings in class discussion. Direct each student to write an editorial that might appear in either an Israeli or Palestinian newspaper outlining that side's perspective on how the issue of the West Bank and Gaza should be resolved.

LINKS:
http://www.cnn.com/SPECIALS/2000/mideast/
http://www.freerepublic.com/forum/a39a29cac6703.htm
http://www.arabianworldnews.com/
http://www.israelinewsnow.com/
http://www.odci.gov/cia/publications/factbook/geos/we.html
http://ns2.nets.com.jo/palemb/indexpage.html
http://www.knesset.gov.il/knesset/engframe.htm

EDITOR'S NOTE:
summit
psychological warfare
Israelis
Arabs
West Bank
Gaza
coexist
pacifist

NEWS CHRONICLE

Special Series: Your Brain, Part III

1. What is an MRI? How does the MRI scanner actually work? What does an MRI allow scientists to observe about the brain? What were some of the ways that scientists and doctors used to "look" at the living brain? How is the MRI an improvement? How has the MRI made a significant contribution to adolescent brain studies?

2. What happens when one undergoes an MRI? Why do you think it's important for the patient to keep his/her head still while this scan is being performed? Why are scientists interested in scanning young brains over time?

3. Challenge groups of students to examine diseases that affect the brain. Have each group choose one

such disease and conduct research to learn how it is diagnosed, how it affects the brain, and the courses of treatment or cure. Have groups share their findings. Discuss the advances in medical technology that have improved the prognosis for many who suffer from these diseases.

4. What are the implications of these studies for young people? Recap the major points of all three segments of this series. Discuss how what scientists have learned about brain development could have major educational, sociological, and medical implications. For example, now that we know more about the skills that are most readily developed at different times in a young person's life, when might be the best time to teach a child how to play the piano or to speak another language? Why? How might knowledge of brain development impact the rehabilitation efforts of juvenile offenders? How could information about the young brain affect efforts to educate young people about drugs?

LINKS:
http://www.genetics.gla.ac.uk/neil/neurodis.html
http://earlychildhood.about.com/education/earlychildhood/library/weekly/aa032999.htm?iam=dpile&term
http://babyparenting.about.com/parenting/babyparenting/cs/braindevelopment1/index.htm?iam=dpile&ter
http://www.cis.rit.edu/htbooks/mri/inside.htm
http://mri-center-mass.com/

EDITOR'S NOTE:
brain mapping
magnetic resonance imaging
magnetic field
radiation
noninvasive
scanner

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CNN NEWSROOM Guide

December 20, 2000

Teachers: There will be no CNN NEWSROOM and Daily Guide from December 21 through January 2, 2001. The program and Guide will return on January 3, 2001.
Have a happy and safe holiday season!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:25...01:25

Top Story ... 04:20...05:45
-President-elect Bush meets with President Clinton.
-This presidential "honeymoon period" may not be a long one.

DAILY DESK ... 00:25...06:10

Business Desk ... 02:00...08:10
A gift of stocks or mutual funds often benefits the giver and the receiver.

Desk Extra: Christmas Ornaments ... 02:10...10:20
Decking the halls is big business.

WORLDVIEW ... 00:25...10:45

Culture Watch ... 02:50...13:35
The Christmas tree is an American tradition.

Taking Care of Business ... 01:40...15:15
A singing fish is this year's hot toy in Europe.

Business Brief: Cabbage Patch Has-been ... 03:00...18:15
The company behind the Cabbage Patch doll is on the comeback trail.

Around the World ... 02:00...20:15
High tech gifts are in demand this holiday season.

Communication Transformation: Disposable Credit Cards ... 02:45...23:00
American Express announces a safeguard for online purchasing.

NEWS CHRONICLE ... 00:20...23:20

"A Christmas Carol" ... 04:00...27:20
Charles Dickens' famous novel saved Christmas for those who lived during trying times.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Transition of Power

1. With whom did President-elect George W. Bush meet yesterday? What advice did President Clinton offer him? What cabinet appointments did the Bush team announce yesterday?

2. Politically speaking, what is a "honeymoon"? What do poll numbers reveal about the public's opinion of George W. Bush? How is this goodwill expected to affect his presidential honeymoon? Explain how a president's popularity is his "political capital."

3. What are some presidential proposals that have been introduced in previous honeymoon periods? How is President-elect Bush's honeymoon period expected to be different from many in the past? What are "unifying and conciliatory gestures"? What is bipartisanship? Why do many believe that bipartisanship is important to Mr. Bush's honeymoon? Do you think there will be a new spirit of bipartisanship in Washington, or do you expect to see politics as usual? Explain.

4. In September of 1960, Professor Richard Neustadt wrote a letter to then-presidential candidate John F. Kennedy, offering his advice to Mr. Kennedy for the period immediately following the inauguration. In his letter, Professor Neustadt said, "Concentrate upon the things that are immediately relevant to showing real effectiveness on and after January 20." Read this quote to students and ask them how George W. Bush might go about demonstrating his "effectiveness" early in his presidency. Divide the class into small groups, and have each act as advisers to the president-elect. Direct each group to generate a list of five things the new president could do to demonstrate his effectiveness, and share this list with the class. Ask students: Do you think effectiveness can coexist with bipartisanship? Why or why not?

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/12/19/bush.wrap/index.html
http://www.americanprospect.com/archives/11/11neus.html
http://www.thisnation.com/glossary.html

EDITOR'S NOTE:
George W. Bush
Bill Clinton
Al Gore
successor
commerce
"honeymoon"
conciliatory
bipartisan

DAILY DESK

Business Desk: Stocks as Gifts

1. What are securities? Why would one want to give a gift of stocks, bonds, or mutual funds? What is meant by the term "tax bracket"? Ideally, why would the giver want to give this kind of gift to someone in a lower tax bracket?

2. How do the benefits of giving securities increase if one gives securities to a minor? What kinds of

accounts can an adult establish in order to give securities to a minor? What are the benefits of giving securities to a charity? How would a donor go about doing this?

3. Direct groups of students to the Internet and other resources to learn more about the Uniform Gifts to Minors Act and the Uniform Transfer to Minors Act. Have groups conduct research to learn:
   - what kinds of accounts these laws established;
   - what limits exist on gifts under these acts;
   - the tax breaks and liabilities for gifts under these acts;
   - the difference between "custodial" and "guardian" accounts.

   Share group findings and discuss the possible reasons why Congress made it easier and less taxing for adults to give securities as gifts to minors.

4. **Just for fun:** Have your students calculate the modern cost of the Twelve Days of Christmas, by researching and estimating actual item costs and labor costs (twelve drummers drumming, for example) and adding them together. The last website below provides the estimated costs and totals to help you evaluate their answers. Remind students that there are two total costs to consider: One for each gift once, another for the cumulative total (Remember that the song actually repeats each gift every day for twelve days!) Have students compare their total costs. If they are educated consumers, what would they recommend be done with that money instead?

LINKS:
http://www.bizjournals.com/triangle/stories/1996/12/23/smallb3.html
http://www.fool.com/dripport/1999/dripport991215.htm
http://cjonline.com/stories/112199/bus_stockgifts.shtml
http://www.invest-faq.com/articles/tax-ugma.html
http://www.fool.com/school/taxes/taxes14.htm
http://www.investorwords.com/m3.htm#mutualfund
http://www.pncbank.com/12days/

Desk Extra: Christmas Ornaments

1. By how much did collectible ornament sales increase last year? Who is driving this trend? Why are sales soaring? Who is Christopher Radko? What is the price range for his ornaments? How have his sales been so far this year? Why do you think his ornaments are so popular?

2. In the video we hear Christopher Radko say that "ornaments evoke memories of Christmas." Ask students if they have any ornaments or other holiday decorations that hold special memories for them. Direct each student to use personification to write an essay from the perspective of that ornament or decoration about the special memory it holds.

LINKS:
http://www.radko.com/
http://www.radkoshop.com/thestory.htm
http://www.christmas-treasures.com/

EDITOR'S NOTE:
stocks
tax bracket
securities
mutual funds
minor
custodial account
Uniform Gifts to Minors Act
deduction

WORLDVIEW

Culture Watch: Christmas Trees

1. How many Christmas trees are grown and sold in North America every year? What are some of the species that are used as Christmas trees? How tall is the average Christmas tree, and how long could it take to reach that height? What does the National Christmas Tree Association do to preserve trees as they harvest?

2. Where and when did the Christmas tree tradition get its start? What were some of the trees' earliest decorations? Which U.S. president was the first to have a White House Christmas tree?

3. Challenge your students to learn more about different customs and traditions associated with Christmas. Divide the class into small groups. Have each group select one Christmas custom practiced anywhere in the world and present an explanation of that custom and its origin to the class. Ask students to share any unique holiday customs practiced in their families.

LINKS:
http://www.realchristmastrees.org/treecare.html
http://www.ultranet.com/~tlclcms/chrtree.htm
http://www.domestic-church.com/CONTENT.DCC/19971201/ARTICLES/ADVTRAD1.HTM

Taking Care of Business: Big Mouth Billy Bass

1. What is Big Mouth Billy Bass? Who are some of Europe's rich and famous that reportedly have one of these toys? How has Big Mouth Billy Bass impacted profitability for companies that market it? Why do you think the singing fish has been such a success story?

2. Products like Big Mouth Billy Bass are called "fads." Can your students think of any other fads that have been introduced in recent years? Ask them to interview older family members about the fads they may remember, such as the Pet Rock. Share student findings with the class. Point out that business author Ken Hakuta has said of the Pet Rock, "It gave people a few moments of absolutely meaningless pleasure in a troubled world---no small accomplishment. If there were more fads, there would probably be a lot fewer psychiatrists." Do your students agree or disagree with this assessment? What purpose do fad items serve? Discuss.

LINKS:
http://www.bigmouthbilly.com/
http://www.boogiebass.net/

Business Brief: Cabbage Patch Has-been

1. Have you ever seen a Cabbage Patch doll? If so, how would you describe this toy? When was it most popular? What company once produced 80 percent of these dolls for the global market? What happened to Kader Industries once the Cabbage Patch dolls fell out of favor with consumers?

2. What are some of Kader Industries' success stories in recent years? What is the company relying on now to bring its profits back? Do you think trains and train collectibles will help the company become profitable again? Why or why not?

3. Which toy companies are the most profitable today? Challenge your students, working in groups, to brainstorm lists of toy companies with which they are familiar and research their products. Have each group present its information. Were there common findings among all the groups? Discuss the factors that contribute to profitability and the role of consumer preference in keeping a company profitable. What would happen if one of the best-selling toys produced by one of these companies were no longer in demand? Discuss.

LINKS:

http://www.bachmann-trains.com/
http://www.cabbagepatchdoll.com/

Around the World: High Tech Gifts

1. What are some of the high tech gifts seen in this video? What are some of the price tags on these gifts? Why do you think they are expensive? According to Armando Rios of The Sharper Image, what is the gift to get and give this holiday season? Do you think this gift will be a big seller? Explain.

2. Just for fun, send students on a catalog or online scavenger hunt to find the most extravagant gifts they can. Have students share their findings. Point out that, for most of us, these gifts are too expensive and often impractical, yet some businesses continue to produce them. Why do students think this is so? Discuss the meaning of a business niche and how some high-end retailers fill that profitable niche.

LINKS:
http://www.sharperimage.com/
http://www.hammacherschlemmer.com/
http://store.thetech.org/
http://www.tectoys.net/

Communication Transformation: Disposable Credit Cards

1. What solution has American Express offered to those who are uncomfortable using their credit cards for online purchases? According to Jim Bush of American Express, what fraction of Americans are still uncomfortable purchasing online? Why?

2. How does the disposable credit card work? Does it make shopping online easier? Explain. How might the disposable credit card entice first-time Internet users to shop online? Why do many experts argue that online shoppers don't need this added security? Do you think the disposable credit card is an improvement in online credit card security, or a case of "overkill"? State your rationale.

LINKS:
http://www.americanexpress.com/homepage/personal.shtml
http://www26.americanexpress.com/privatepayments/faq.jsp
http://www.zdnet.com/zdnn/stories/news/0,4586,2625758,00.html

EDITOR'S NOTE:
evergreen
crooning cod
fad
Cabbage Patch Kids
collectibles
profits
DVD player
disposable number

NEWS CHRONICLE

"A Christmas Carol"

1. What was the city of London like at the beginning of the 1800s? Why were tens of thousands lured to this city? What do you think of when you hear the name "Ebenezer Scrooge"? What was Ebenezer Scrooge's respon-e to a request for money for the poor? What did the poor symbolize to

residents of London in the early 19th century?

2. Who was Charles Dickens? Why was he forced to go to work at the age of 12? Why was much of the Christmas celebration all but abandoned during his time? When did he write "A Christmas Carol"? What is the basic plot of this story? How was life in London in the Industrial Age different from life there today? Why do you think Charles Dickens' story still appeals to people today?

3. Remind students of the premise and storyline behind "A Christmas Carol." Ask students to list some of the versions of "A Christmas Carol" that they may have seen on stage or screen. What made each version unique? Next, generate a class discussion about universal themes, and have students identify some of the universal themes found in the many versions of "A Christmas Carol." How do these themes account for the story's widespread appeal over more than 150 years?

4. Many compare the Industrial Revolution of Charles Dickens' time to the Internet Revolution that is taking place today. Challenge each student in your class to "modernize" Dickens' tale by taking one chapter or scene from the story and giving it a cyber-update. Have each student rewrite his/her chosen portion of the story, setting it in the year 2000. Have students share their updated versions of the story and draw parallels between the Industrial Revolution and Internet Revolution settings.

LINKS:
http://www.dickensfoundation.com/
http://landow.stg.brown.edu/victorian/dickens/dickensov.html
http://www.bragi.com/classics/d/cd1812/cc.shtml

EDITOR'S NOTE:
Charles Dickens
Ebenezer Scrooge
Industrial Revolution
miser
philanthropist

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Educational Resources Information Center (ERIC)

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